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February 1939



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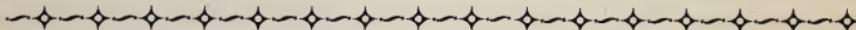
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SAY THAT YOU SAW IT IN THE INSTRUCTOR

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THE INSTRUCTOR

OFFICIAL ORGAN OF THE SUNDAY SCHOOLS OF THE CHURCH OF JESUS CHRIST
OF LATTER-DAY SAINTS

DEVOTED TO THE STUDY AND TEACHING OF THE RESTORED GOSPEL

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PRESIDENT HEBER J. GRANT, *Editor*. GEORGE D. PYPER, *Associate Editor*. ALBERT HAMER REISER, *Mgr.*

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FEBRUARY, 1939

No. 2

The Product of the Sunday School—A Latter-day Saint*

I desire, briefly, to refresh your knowledge of the object and purposes of the great organization which we have the honor to represent. Let it be remembered that the great institution of the Sunday School exists for the prime purpose of a king Latter-day Saints of boys and girls. It is a very serious business. It is a very important thing. There is no greater undertaking, and no more important consequences flow to the Church than from an undertaking such as that in which we are engaged.

I would not lead you to think that every boy and girl who attends the Sunday School organization is to be made into a leader of great magnitude and prominence among the people and in the world. I take it that most of us are doomed to mediocrity. Very few of us, indeed, attain eminence, renown, and genius, and I rather think that there is no occasion for us to feel regretful because this is the case.

We should feel regretful, however, if we fail to attain to good standards of living and to fill the niche in life that God has prepared for us. So, when I contemplate the two hundred thousand boys and girls under instruc-



STEPHEN L
RICHARDS

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tion in this great institution, I do not expect that there will come two hundred thousand men and women of high renown and prominence. But I have reason to expect, and just cause to look forward to the time when these boys and girls shall be good citizens of the Republic, honorable men and women, good members of the Church and Kingdom of God, and worthy children of the Father.

We intend that these boys and girls, when they come out of our courses of study, shall know certain good things which they ought to know about life; and no Sunday School is successful, no class has fulfilled the purpose of its being, unless it imbues its members with faith in God, with a knowledge that this is His work, with an understanding that he is part of the brotherhood of man, children of the Father, and with certain well defined conceptions of his body, of his life, and of his future relationships in this world. Any boy or girl who comes out of a Sunday School and does not know that this body of his is God-given, that it is the tabernacle wherein is housed his spirit, which is the literal child of God, has not received that which he is entitled to have and to know. And if he does not know that he cannot violate this body without offering affront to God, the giver of it, he has failed to receive a conception he is entitled to have in this study of the principles of the Gospel. And any young man, any young woman who goes through our course of study and does not come to a comprehension of the great principles which underlie the most important of all our earthly relations—those of husband and wife—has not received what he or she ought to get from this institution. Young

*Remarks by Elder Stephen L. Richards, at a Conference of the Deseret Sunday School Union.

men and young women who do not come to realize that it is necessary for them to go to the Temple of God and there be sealed in the most vital relationship coming to them in life by the power of the holy Priesthood, have failed to get from this great Sunday School institution one of the most important messages that it seeks to give.

And so I appeal to every officer and teacher in this great Union to consider this an important, vital business. Let these great institutions be in the nature of factories, into which come the raw material, the boys and the girls in their infancy and childhood, and out of which go young men and women, older men and older women established in the faith of God, determined to carry on His

work, and to subscribe to the great principles of truth and righteousness comprised in the Gospel of Christ. The comparison with the factory fails particularly in this one item: usually factories turn out their material in a uniform way, all by a stamped or stereotyped process; our factories turn out individuals, men and women, who differ from each other. Each is entitled to that kind of consideration and teaching and treatment which develops the highest God-given faculties in the possession of his soul. No teacher in this great system has discharged his duty, his privilege, unless he has given the best possible opportunity for the development of that soul, until it shall measure up to its greatness, its dignity, and its highest possibilities.

SELF-APPRAISAL

By Ezra J. Poulsen

How well have I done? This question is the key to intelligent self-appraisal. It might well be asked at the close of the old year and as we enter the new. To live abundantly, give freely, and grow constantly are the three most important strands in the thread of life; now is the time to test the quality and to measure the length of all three as they have been spun through the varying days of the year.

"How well have I done?" a quiet old lady used to ask herself at the close of each day. In her little cottage at the cross-roads, she sought to live so effectively that the small world around her would be improved through her efforts. She aimed to let no day pass without an act of kindness, or without gathering a new bit of wisdom, and at night-fall her prayers for the welfare of the needy were ever laid on the altar of Grace. Naturally her passing left a void that has never been filled, for she accepted life as a daily challenge to serve and improve.

The boy scout who leaves his necktie outside his coat until he does his daily good turn is making use of a clever device to aid self-appraisal; but if this reminder is merely an urge to do a mechanical act, with no thought of the build-up that constitutes the brick work of a greater character, it falls short of the mark. Good deeds, like flowers, are capable, not only of casting occasional petals on uncharted deserts, but of being woven into intricate patterns of beauty and perfection. Thus self-appraisal, in the highest sense, should penetrate the deeper recesses of the spirit.

People who make great headway in life

are always skillful in the art of self-appraisal, as success in highly competitive fields of every type depends on avoiding every possible element of error. The athlete puts every ounce of energy into his specialty; he knows that a trifle of lost energy or misdirected motion may mean failure; hence he early learns to check on himself. Elbert Hubbard wrote his *Little Journeys To The Homes of The Great* as an exercise in self-appraisal. He wanted to gain a knowledge of the secrets of success, and accordingly turned to the lives of successful people.

Sometimes honest self-appraisal changes the entire course of a man's life. John Ruskin, for example, was a famous art critic by the time he reached middle life; and having always enjoyed the advantages of wealth, was used to ease and refinement, but seeing the poverty and distress around him, he came to feel that he was misapplying his efforts, and began to devote both his talents and his wealth to the great problem of helping the under-privileged. Having felt the pulse-beats of humanity, he responded magnificently.

"How well have I done?" asked Alfred, the greatest of the Saxon kings, as he disguised himself as a shepherd and went among his people to discover their desires. In the greatness of his humility he was willing to meet life from the level of the most lowly citizen in order to be wiser and of more service to his fellows. Such, too, was the spirit of the Master, "who descended below all things that he might rise above all things." And such is the spirit of all who truly understand the significance of His natal day.

THE TEACHER'S MAJOR OPPORTUNITY

(From the Journal of the *National Education Association*. Used here by permission)

We have all seen persons going along with little effectiveness or sense of direction, who suddenly blossomed forth into tremendous purpose and power. They rose above a host of obstacles and seemed to do the impossible. The depths of being had been stirred. Forces had been released that gave direction to the whole life. There had been an awakening. The individual had been aroused to a sense of his own worth—to an appreciation of the importance of his mind and the supremacy of his spirit. There was the same body, the same brain, the same environment, but the torch within had been lighted.

This awakening of the self is the most important single fact in one's whole educational experience. It includes all the lesser motives. To catch the child's interest in mastering a particular reading lesson is good; to arouse in him a desire to excel in reading is better; but once the aspiration is awakened to make the most of his life he will see that informed intelligence and a good voice are a means of achieving his great goal. A powerful life motive will release the energy needed to master reading and other necessary disciplines.

To create the conditions under which this awakening may take place is the teacher's major opportunity—an opportunity that outweighs all other issues of school management. No improvements in curriculum or method or measurement—necessary as these are—compare in importance with steps which may be taken to awaken the student to a determination to be master of himself, to be right, to do right, and to be useful in the world.

We do not know just how this awakening takes place. It is never quite the same in two different lives but we can hold it before us as our major purpose, determined to give to every student that individual attention necessary to put him into possession of himself. While there is no simple formula for accomplishing this end, anyone who has watched young children knows that they get their sense of individuality and personality from the way they are treated by their elders and associates. The child desires approval. He desires to be recognized as having power and purpose and initiative, and it is out of

these desires that his larger and worthier self must grow. If we treat our young people as babies, they will continue to be babies at 40. If we give them responsibility, encourage them to participate, commend them for wise action, and point out to them in a kindly and reasonable spirit the weakness of wrong action, we shall make progress in the direction of better managed lives.

Selfrespect, ambition, and clear purpose once established, it is easy to direct the powers of observation, of study, of emotion, and will. Some children awaken early to their selfhood, spurred on by the goodness of parents, teachers, or friends; aroused by responsibility; shocked by the loss of a dear one; or inspired by some great experience. Others are never awakened. They go thru life without ever sounding the depths of their natures; with no passion for truth, no abiding sense of values; carried off their course by every passing wave of interest; the unhappy victims of caprice, temptation, and chance.

And how shall the teacher awaken his students? One condition is that he shall have a genuine personal interest in the individual student—shall really care deeply about his wellbeing and growth; shall study his background, environment, development, and possibilities. The art of doing these things grows with practice.

But there is another condition even more fundamental—that the teacher shall himself be awakened. No one who is lacking in personal affection and faith in others; who is indifferent to the values and obligations in his own life; who is careless of time, talent, and responsibility; who is satisfied to be ignorant of the injustice of much of the social and economic life around him; who is content to go his own easy way as if nothing much mattered, can expect to stir deeply the lives of others. Even as one flame kindles another, so the high purpose of one life lights the fires in other lives.

As the true teacher surveys his achievement in its broad perspectives, his deepest joy is in the lives he has helped to awaken. To such lives civilization owes its existence and its hope.

—Joy Elmer Morgan, Editor.

THE HAPPINESS OF ROMANCE

By Channing Pollock

A talk given on HEINZ MAGAZINE OF THE AIR, Nation-wide Network of the Columbia Broadcasting Company from New York. (Used by permission.)

I am impatient of people who feel that Romance must wear ermine, or have golden hair—of people who seek it “over the hills”

rather than directly beside them. Romance consists not in giving up a throne for love—as has happened repeatedly—but in giving up love, if necessary, and doing your job. Half the unhappy marriages in the world are those of men and women who preferred a plucked eyebrow to a loyal heart, or a “romantic”—heaven save the mark—figure of a man to a “good provider.” “Good provider”—we laugh at

the very words; but “a good provider” is a man who loves a woman well enough to work for her, worry for her, take the blows of every-day for her—and if that doesn’t require more love than kissing her hand, I’m the lunatic who sits in a padded cell and thinks he’s Napoleon Bonaparte.

Sidney Carton, in Dickens’ *A Tale of Two Cities*, walking to the scaffold to save the husband of the woman he loved—that’s fine, but it was over in a moment. What about the pretty girl I knew when I attended a military school in Virginia—the girl who was about to be married to a splendid young fellow? When I went back there a short time ago I found this girl a tired, middle-aged spinster, still tenderly taking care of a mother who’d been blind nearly forty years. That may or may not have been worthwhile sacrifice—but think of the courage of it, and the gallantry.

I know a man who, in 1922, was involved in an unlucky business venture. His partners went into bankruptcy. “Not me,” this man said: “I never owed anybody a dollar, and I’m not going to.” He got a fair job, and ever since, he’s devoted one-third of his salary to discharging those debts. I know a woman who became a waitress in a cheap restaurant so her husband could have leisure

to write an important book. He wrote it, and it was the year’s best seller in the non-fiction class. When he looked up from his desk, to find himself prosperous, and his wife haggard and tired, did he run off with a cutie? To the everlasting credit of humankind HE DID NOT. Any cutie who walked into that house looking for a diamond wrist watch and a “misunderstood” husband, would find herself right out on the sidewalk.

An awful lot of us, I think, have eyes to see that kind of Romance. And the rest of us don’t deserve it. We need to stop and take stock before it’s too late. We need to realize that Young Lochinvar may not be coming out of the West; that, at this very moment, he may be the other side of that door, singing “Asleep In The Deep” in the bath-tub. Chaucer’s Griselda has been remembered all these centuries, not because she had a Cupid’s-bow mouth, but because she served her husband long and well. Someone should say THAT to our modern boys and girls who get their ideals from lurid literature or movies, and to whom romance is a modernistic flat with a Japanese valet, or a half-piece bathing suit with two millionaires waiting on the deck of the yacht.

Judge Ben Lindsey told me once of a man and woman who came before him in his court of domestic relations. The man had fallen for a young-lovely, and wanted to be free. Suddenly, while his wife was testifying, this man called the whole thing off. “Her hands licked me,” he told Judge Lindsey afterward. “They was so rough, and red, and tired. I know how they got that way. I remembered ‘em over the stove, and in the wash-tub. I got to thinking of all the things they’d done for me. And of how they’d look when she’d quit doing ‘em. And, gosh, all at once, I wanted to grab hold of ‘em and cry.”

Let’s grab while the hands are warm, and the eyes can still see the love in our eyes. Life is so lonely, and we need each other so much. Any fool can find romance in the far-away hills; the wise and the happy are those who hear it turning the key in the latch, see it cooking dinner, or making the beds, feel it in tiny arms that circle our necks, and know that it is attainable only through loyalty, tenderness and faith.



CHANNING
POLLOCK

the very words; but “a good provider” is a man who loves a woman well enough to work for her, worry for her, take the blows of every-day for her—and if that doesn’t require more love than kissing her hand, I’m the lunatic who sits in a padded cell and thinks he’s Napoleon Bonaparte.

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WHY GO TO SUNDAY SCHOOL?

By Dr. Adam S. Bennion

So frequently we are urged to go to Sunday School as a matter of *duty*. But, for a few minutes, let us look at going to Sunday School as an *opportunity*. On the Lord's Day, during the choicest hours—the morning hours—it is a rare privilege to be able to enjoy the richness of Sunday School worship. To those who have been denied the privilege of attending Sunday School for a period, no argument is necessary to show just how real its benefits are.

Why go to Sunday School?

First, because the children are there. The happy countenances of children are a source of joy at any time. To have them grouped together at their best gives new life to anyone interested in living. Children radiate hope and confidence and enthusiasm. Their souls spread a rare contagion.

Second, there is music there. Music is the great accompaniment of life. Many of our finest truths have been set to melodies which can never be forgotten. There is real satisfaction in learning to listen to the harmonies that are worked out in our better music. Many men love to go to Church merely to listen to the organ. It provides solace for the soul.

In the third place, there is opportunity for vigorous thinking in the Sunday School. Questions centering in the purpose of life—the possibilities of attainment—thoughts of eternal progression, relative values and how to achieve them, etc. So many questions have their proper setting only in a religious background that the man who does not do genuine "Sabbath Day" thinking has missed one of his greatest opportunities.

In the fourth place, there is in the Sunday School a rare challenge to meditation. The very silence and sanctity of the procedures in a well conducted Sunday School lead men to that quiet ruminating which brings a genuine satisfaction. The reverie of sobered contemplation is no mere day-dreaming—it reaches to the very depths of our beings.

Fifth, there is rare fellowship in Sunday School. Our friends are there; leaders of the Ward, past, present and in the making, are there, and the fellowship is of the highest order. Men and women



DR. ADAM S. BENNION

with worthy purposes and kindly disposed, gather to one end. Enriched friendships grow out of such environment. Such friendships are a strength to any Latter-day Saint.

And, finally, there is in the Sunday School spiritual re-enforcement. All of the influences hinted above combine to add spiritual power to those who attend. More than that, the Lord has assured us that when we gather together in His name He will be there by His holy spirit to bless us. Prayer and The Sacrament bring us close to Him.

Those who attend Sunday School regularly and with a disposition to catch its full significance know to their own satisfaction that Heaven's choicest blessings are richly enjoyed.

Going to Sunday School is really an opportunity.

Living Sunday School ideals adds power and joy to any life.

LeGRAND RICHARDS PRESIDING BISHOP OF THE CHURCH

Ever since he was a boy in Tooele and in one of the Salt Lake City wards, Bishop Richards has been exceptionally active in the Church. He has been a member of, and held positions in, the Sunday School, the Improvement Associations, and the lesser and higher Priesthood quorums. And now he is Presiding Bishop of the Church.

Much of his life has been spent in the mission field, and this work he loves best. His first mission was to Holland, which he filled when he was a very young man. Later he returned to that country as president of the mission. After that he went to the Eastern States on a short mission. Just before his call to the presiding bishopric he returned from the Southern States where he was president.

Three times during his life he has been ward bishop—twice in Salt Lake City and once in Southern California. Twice he has been a high councilor, and once president of a stake.

Which has he liked best? was asked him and immediately he answered: first the life of a missionary in the field, and after that a ward bishop. The second choice came as a surprise, because the office of ward bishop is generally supposed to be one of the hardest and most exacting positions in the Church. But Bishop Richards has his reasons.

"In the mission field," he explains, "you come in touch with people as individuals,

rather than in groups. You therefore learn to love them. You take a special interest in each. You watch them grow spiritually. In a sense you can see the fruits of your labors. I figure that I was instrumental in bringing forty persons into the Church.

"When I left Holland, the first time I was there, I shed more tears on leaving for home than I had done on leaving home for my mission. One man, an elderly man, with a long, gray beard, actually knelt down and kissed my hand, when I left, so grateful was he that I had brought him and his family the Gospel.

"That is the reward that comes to the missionary.

"It is much the same in the ward bishopric. The bishop learns to know every member of his ward by name, personally. He visits the people in their homes. He meets them in their joys and in their sorrows. He studies their dispositions, knows their weaknesses and their strength. And knowing them as individuals he learns to love them.

That is what the Bishop thinks of religious work. He loves people, and, loving them, it gives him joy to work with them. The missionary and the ward bishop comes closest to people, and therefore, according to Bishop Richards, can be the happiest in their work.

DO YOU KNOW—

1. What is the correct name of this Church?
2. How was this name given?
3. Why was it not called the "Church of Joseph Smith?"
4. What is the significance of the various parts of this name?
5. How did the organization come to be called the "Mormon Church?"
6. Why will this name never supplant the true name of the organization?
7. Should the word "Mormon" in this nickname be inclosed in quotation marks, or not? Why?

True answers will be found in another part of this issue. Look for them.

FOUNDATION PRINCIPLES

"Unless Joseph Smith was and is an inspired prophet of God, the whole structure of Mormonism is false. No man who denies the personality of God can retain his membership in our church. No man ever preaches the Gospel of Jesus Christ that does not preach God our Father, and Jesus Christ our Redeemer, and the Holy Ghost, and that Joseph Smith was a prophet of God."

—President Heber J. Grant, at San Antonio, Texas.

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FROM THE DESK OF THE GENERAL SUPERINTENDENCY

NEW HANDBOOK READY

The 1939 edition of the Handbook is ready. It contains the old fundamentals. The new developments of the past four years are added. It is up-to-date and authentic.

Instructions relating to recent changes and suggestions on how to solve problems growing out of these modifications are given in this new edition.

The price is 25c. Send your orders to the office of the Deseret Sunday School Union Board at 50 North Main Street, Salt Lake City, Utah.

Every Superintendency should have at least one copy of the 1939 edition of the Handbook.

NEW SUPERINTENDENT'S MEMORANDA POPULAR

The new Book of Superintendent's memoranda forms is proving more popular than we anticipated. The demand is very gratifying.

Everyone seems to realize already that besides making the superintendent's work easier, because of its becoming more definite and systematic when these forms are used, the conducting of the Sunday School will show definite improvement.

The cost of the book of forms is 25c. These are sufficient for one full year. Send order to the Deseret Sunday School Union Board, 50 North Main Street, Salt Lake City, Utah.

STAKE CONFERENCE SCHEDULE FOR BALANCE OF QUARTER, ENDING MARCH 31, 1939, TO BE VISITED BY DESERET SUNDAY SCHOOL UNION BOARD MEMBERS

To be Visited by Deseret Sunday School Union Board Members

February 5—Oneida, Moon Lake, Pan-guitch, Portneuf, Uintah, Nampa.

February 12—Parowan, Pocatello, Rigby, San Francisco, Snowflake, South Sevier.

February 19—Grant, Kanab, Ogden, South Sanpete, St. Johns, Utah, Wasatch.

February 26—Chicago, Raft River, San Juan, Union, Wells, Zion Park, Oakland.

March 5—Granite, New York, Portland, San Juan, Star Valley, St. George, Young.

March 12—Morgan, Mount Ogden, Nebo, North Sanpete, Rexburg, Salt Lake, Seattle, Sevier.

March 18—Alpine, Benson, Box Elder, Hollywood, Kolob, Malad.

March 26—Bannock, Cassia, Curlew, Logan, Lost River, Pasadena, Smithfield.



A FAMILY IN SERVICE

Here is a group of Blakes and Thurgoods who have given the Sunday School of their ward (West Point, North Davis Stake) a total of fifty years! Grant Blake, 3 years, Walter Blake, 15 years, and Loy F. Blake, 4 years, Verona Blake 4 years—all in back row, reading from left to right; Charlotte I. Blake, 20 years, Velma Thurgood, teaching now (second row), Lena Thurgood (second row), Morris Thurgood and Van Blake (third row) are grandchildren of Brother and Sister Walter F. Blake. May they teach another fifty years!

Sunday School minutes as they are completed each week. Complete instructions on how to make this transfer are given in the specially bound Junior Sunday School minute book.



A TIREDLESS WORKER

SUPERINTENDENTS' INTEREST IN NEW MINUTE BOOK

The new minute book bound in a special patented ring binder, was released early last month.

This book should find favor with the secretaries. It provides plenty of space for all entries. The minutes of each Sunday session are given two full pages, twice as much as heretofore. The chief reason for this is to emphasize the importance of the information about the lessons taught in each of the classes and the aims or objectives of these lessons. One full page is reserved for this information.

Superintendents are urgently recommended to use this information in supervising class work with a view to building it up as a source of inspiration.

The faithful cooperation of all teachers in reporting the lesson subject and aim will add greatly to the usefulness of this feature.

If your school has a Junior Sunday School be sure to order the permanent minute book with the large ring binder which will accommodate the pages of the special Junior

Sister Amelia B. Robinson, with the help of her husband, who has lately passed on, taught the Primary Department of the Sunday School in Paragoonah for thirty-four years, and is still teaching. "I love the work," she assures us, and she adds, "I am not weary of laboring with the children or with older people, teaching them the Gospel of Christ."

Blessed are they who help to produce Latter-day Saints.

BOY SCOUTS TO GIVE TWO-AND-A-HALF-MINUTE TALKS

Boy Scout executives have asked the privilege of having their boys give the two-and-one-half minute talks in Sunday School, February 5th or 12th. We desire to co-operate with the Boy Scouts and gladly yield that period for the purpose named. We did not receive the request in time to publish it in the January *Instructor*, but rely upon the good offices of our superintendents to assist in carrying out the Boy Scout desires. Please consult the officers of that organization and plan for an interesting period.

12 WAYS FOR TEACHERS TO SUCCEED

1. Love boys and girls
2. Convert yourself to the importances of your task.
3. Make thorough preparation.
4. Get all outside material possible that bears in your lesson.
5. Present in such a way as to make it interesting, understandable to the class.
6. Use a low clear tone of voice
7. Do not make excuses before the class
8. Do not be absent yourself
9. Cooperate with the Sunday School officers
10. Go before your class with confidence in yourself.
11. Seek God's help in humble prayer
12. Get all the help possible from union meetings

—J. C. Hogenson, 1st Assistant Stake Superintendent, Cache Stake, Logan.

PRELUDE

WILLY RESKE



SACRAMENT GEM FOR APRIL, 1939

(Deseret Sunday School Songs, No. 281, Stanza 1)

Again we meet around the board,
Of Jesus, our redeeming Lord;
With faith in His atoning blood,
Our only access unto God.

POSTLUDE





SECRETARIES

Albert Hamer Reiser, General Secretary

SECRETARIES AND THE NEW HANDBOOK

The new edition of the Handbook answers numerous questions for secretaries. In it the duties of the stake secretaries are listed, details of equipment are suggested, Union Meeting programs for the secretaries' department are outlined.

Points to be covered by the annual audit of secretarial records are suggested.

In the section devoted to the ward secretary the four purposes of secretarial work are discussed. The duties of the ward secretary and necessary equipment are detailed. The annual report is fully explained. Recommendations relating to the Abridged History and the requirements for Seals of Approval are presented.

The Sunday School system of rolls is fully analyzed and explained. How to mark the

rolls is fully treated. This section includes instructions for giving credit for attendance at conference and other Sunday Schools, when to add a name to a roll and when to remove a name.

Here also the new Sunday School minute book is explained. The monthly report is described and its importance discussed.

Under the heading "Accounting for Everyone" recommendations of the General Board relating to enlistment work are offered.

In addition to these matters of direct interest to secretaries the Handbook contains fundamentals with which the secretary should be familiar. If he will read it thoughtfully, he will find himself growing in confidence and in usefulness to his fellow officers and teachers.

Every secretary should have a copy of the Handbook and should be thoroughly familiar with its contents.



LIBRARIES

General Board Committee: Albert Hamer Reiser, Chairman; T. Albert Hooper, Wendell J. Ashton

SPECIAL BOOK OFFER

One of the best histories of the Old Testament is Dr. Smith's *Old Testament History*. Student Series published by the American Book Company. In taking stock, the Deseret Book Company finds 20 copies of this on hand. The book sells regularly at \$2.00 and while the 20 copies last, they are offered to Sunday School teachers who can use them at \$1.00 per copy, postpaid, plus the state sales tax of two cents in the State of Utah. These are offered subject to prior sale, and as soon as twenty are gone, no more will be available at this price. They can be purchased at the regular price of \$2.00 thereafter. Therefore, we suggest, as the Library Committee, that if there are twenty teachers anywhere in the Church who desire to have an exceptionally fine history at a reasonable price, this is the opportunity.

A NOVEL BOOK INSCRIPTION

If you have ever loaned a book, either out

of your own private library or that in your Sunday School, you will appreciate the two following inscriptions in some books we have seen:

If thou art borrowed by a friend,
Right welcome shalt thou be;
To read, to study, not to lend,
But to return to me.

Not that imparted knowledge doth
Diminish learning's store;
But books, I find, if lent about,
Return to me no more.

This book belongs in the library of
..... Is it there?

"HOW WOULD JESUS TEACH?"

We often speak of Jesus as the Great Teacher, but how many of us make an attempt to find out specifically *how* he taught? David R. Piper, however, in a little book entitled *How Would Jesus Teach?* has taken the time to think this question through. The

work is published by the David C. Cook Publishing Company, Elgin, Illinois.

In general the author takes some modern problems and tries to ascertain just how Jesus would conduct a class in which these problems came up for solution, and for his answer he goes to the Gospels. In detail chapter vii, a section on how Jesus uses the question, the author discusses the question as a point of contact, rhetorical questions, questions that compel thought, questions that answer questions, questions for information, and questions that create conviction.

While the book was written for the purpose of studying and teaching Christ, yet it can be used in the teaching of any religious or moral subject.

"THROUGH THE BIBLE"

Teachers of Bible lessons, either Old or New Testament, will be glad to know of the new book recently issued by William Collins Sons and Company, London, England, entitled *Through the Bible* and prepared by Theodora Wilson-Wilson.

The Old Testament portion is divided into 22 separate parts, each part containing from 2 to 12 stories and covering 399 pages. The New Testament consists of 7 parts, each part containing from 7 to 15 stories, a full 202 pages. These stories are delightfully told for children and can be easily understood by those two young to read who can have them read to them, or by those in their early teens who can do their own reading.

One of the most valuable and attractive features of the entire book, however, is 34 full page, colored illustrations: 18 on the Old Testament and 16 on the New Testament. In addition to these beautiful colored plates, there are 31 black and white half-tone illustrations, some showing various customs, head dresses and costumes, worn in Bible times. The book is well made and attractively bound and will make a very valuable addition to any Sunday School library, to the personal library of any who are interested in teaching the Old and New Testament stories, or for fathers and mothers who have children in their homes whom they would like to acquaint with the very important message of the Bible.

The book sells at \$2.50 and can be obtained through the Deseret Book Company, Salt Lake City, Utah.

GUIDING STARS

"My heart has always gone out in gratitude and love to the officers and teachers of the Sunday School where I received in my youth many lessons that have been guiding stars to me through all the journey of life."

—President Heber J. Grant.

THE AUTOBIOGRAPHY OF ANDREW JENSON

This is the story of a poor boy who through his indomitable perseverance and close observance of the laws of the Church in regard to right living, achieved the goal of his ambition by becoming a writer of books, an extensive traveler and a preacher of the Gospel.

Of all the books Brother Andrew Jenson has written, none perhaps is so interesting as his *Autobiography*, published in his 89th year. In it he tells of his youthful struggles as a Danish emigrant boy, not knowing the language and unacquainted with the habits and customs of the new world. His courage and energy are remarkable. If he lost a job one day he came home at night with another one in view to which he went with eager anticipation.

He published in pamphlet form *Levnetslob*, or the Life of the Prophet Joseph Smith, the first book published in a foreign language in Utah. And in traveling around the country selling serial parts of his first book at 10 cents per copy, he gathered information to be published in his next book, *Morgensfjernen*, parts of which translated into English, appeared as his *Historical Record* some years afterwards. He became associated with the Danish newspaper, *Bikuben*, and in time became its editor.

Lovers of travel can follow Brother Jenson on his visits to the various United States Missions and so "see America First," and then can follow him on his missions to far off lands and grow intimately acquainted with these "other sheep" our own brethren and sisters, bound to us by our mutual faith and love of the Gospel, which at times bind us by closer ties than even mutual kinship.

Secretaries of our various Church affiliations are encouraged in their work by learning that minute books, embellished with their own handwriting were sent to the Historian's Office by Brother Jenson and from these records histories of their own wards and branches have been compiled.

The book contains about 175 illustrations of scenes, portraits, etc., which lend added interest to the narrative.

CHORISTERS AND ORGANISTS



General Board Committee: Tracy Y. Cannon, Chairman; P. Melvin Petersen, Vice-Chairman; George H. Durham, Gerrit de Jong and Wallace F. Bennett

OUR PROGRAM AS WORSHIP

With this lesson, we leave our general discussion of worship and begin an eight months' study of the definite opportunities for worship presented in our standard Sunday School program. This month we shall consider the program as a whole, and discuss the general problems facing us if we would seek to raise it to higher plane of worship.

Half of our Sunday School time is devoted to class work, and the other half to opening and closing services. Of the approximately fifty minutes reserved for worship, at least thirty-five are filled with music, divided about equally between organ music and singing.

Our musical program divides itself rather naturally into four distinct units, each with a distinct purpose. The service opens with music, and each musician contributes to the creation of an atmosphere of worship—the organist with the preliminary music, the chorister with the opening song. Both take part again in the service leading up to the administration of the Sacrament, and while that sacred ritual is carried on, the organist is responsible for maintaining, with her music, the spirit of reverence and communion with which the sacrament should be endowed. Then follows a more difficult task. Through the singing practice and while the students march to their classes, we musicians must maintain the spirit of worship we felt during the Sacrament. If we succeed, the class is orderly and well behaved. If we fail, the teacher's task is doubled, and the value of the class work jeopardized.

Each of these musical opportunities for worship will be studied separately during the months to come, but there are several important factors in worship that affect the success of the program as a whole. We suggest that these should be surveyed and measured before we consider the details.

Your Physical Situation:

The general physical conditions of the hall in which we meet in Sunday School have a tremendous effect on the attitude of those who worship there. These include conditions of light, heat, general decoration, comfort of the seats, condition of the floor, and many other factors. Control of these is in the hand of the Bishop or Superintendent. But there are some physical elements which directly affect the musical wor-

ship, concerning which we may very properly make suggestions. Use the following schedule as a check list for a survey of your own ward.

1. Are your musical instruments in tune?
2. If there are more than one in the same hall, are they in tune with each other?
3. Are they located for greater convenience and usefulness?
4. Are they kept free from piled books and litter?
5. Turning to your musical library, have you enough song books?
6. Are your song books in usable condition?
7. Are the song books properly distributed before Sunday School starts?
8. Has the organist an adequate supply of music suitable for her instrument, and adequate for worship?
9. Is the board announcing the hymns neat, legible, and always ready when Sunday School begins?
10. Is there always a baton available?
11. Does the chorister stand in the best place for successful conducting?
12. Can the singing be improved by changes in the seating arrangement of classes?

Your Repertoire:

Though there are three hundred songs in our Sunday School Song Book, the actual number any Sunday School can use is much less than that, and when a chorister makes a selection outside that smaller list, the result is disastrous. So we suggest a survey of your actual repertoire. Take a Sunday School Song Book—your own if you have one—and go through the index carefully, checking those songs you are safe in using. Correct this list frequently, as new songs are added. Better still, make a separate list of safe songs, classified for word content, and use your own classified list in building unified programs.

Your Own Preparation:

While an organist may have a pile of books full of acceptable organ music, they may contain only a few selections with which she is familiar, and fewer still which she can play and do justice to herself. Likewise, the number of songs the average chorister can conduct without his music is probably less than the number the school can sing. Yet, we cannot have true worship with poor

music—wrong notes—poor tempo—eyes-on-the-book conducting. Survey your own preparation. Limit yourself, for the time being, to those things you do well, and work diligently to widen your own repertoire.

Building on these general suggestions for improvement, we shall turn next month, and hereafter, to a consideration of specific musical exercises in Sunday School.

Project for April Union Meeting:

Examine planned programs brought to class (March assignment for April). If possible, arrange to have copies of best ones made for distribution to all class members.

Assignment for May:

Ask each class member to check physical equipment in his own ward, using the list above. Invite reports of improvements at May Union Meeting.

Song Study:

Songs to be studied in the February Union Meeting and presented in the Sunday Schools during the month of March, 1939:

No. 246, "Truth Reflects Upon Our Senses."

No. 66, "Beautiful Words of Love."

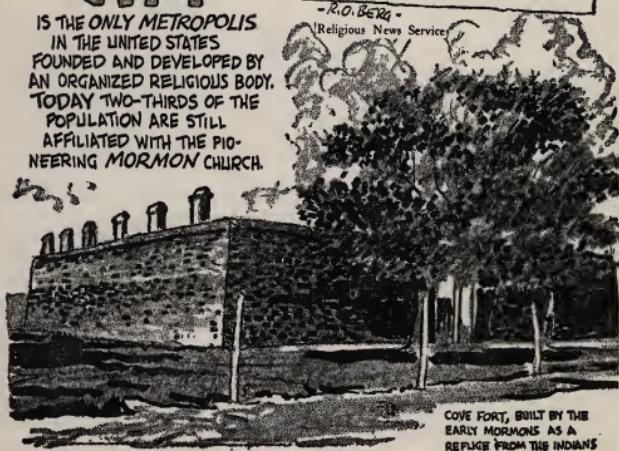
RELIGIOUS REMARKABLES

By R. O. BERG
and E. W. PHILLIPS



SALT LAKE CITY

IS THE ONLY METROPOLIS
IN THE UNITED STATES
FOUNDED AND DEVELOPED BY
AN ORGANIZED RELIGIOUS BODY.
TODAY TWO-THIRDS OF THE
POPULATION ARE STILL
AFFILIATED WITH THE PIONEERING MORMON CHURCH.



COVE FORT, BUILT BY THE
EARLY MORMONS AS A
REFUGE FROM THE INDIANS

-R.O. BERG -
(Religious News Service)

UNION MEETINGS



General Board Committee: John T. Wahlquist, Chairman; James L. Barker, Vice Chairman;
Frank K. Seegmiller, Albert Hamer Reiser, M. Lynn Bennion and Earl J. Glade

SUNDAY SCHOOL PREPARATION MEETINGS

April Union Meeting

Many present Sunday School workers have had meager or no experience with adequate Sunday School preparation meetings. Their opinions about or their reactions to these meetings often reflect this limited experience. It has been many years since the advantages of holding these meetings have been demonstrated and many new Sunday School workers who have come into the service have no idea how helpful they are.

Workers of long experience, especially those who have participated in well-conducted, adequate preparation meetings will be particularly helpful in preparing the program.

There are two main methods of presenting the advantages of conducting preparation meetings. One is by talks in which the purposes, benefits and reasons for holding the meetings are presented. Another method is to demonstrate how to conduct these meetings.

A film combining these methods will be prepared by the General Board for use in the April Union Meetings.

Before the film is presented the stake superintendent or teacher-trainer should make a brief statement designed to prepare the audience for the film. In this talk, the points to be observed closely should be suggested and an appeal made to the workers to have in mind what benefits their schools and they themselves might enjoy by holding such meetings.

Departmental discussions should be devoted to specific matters of interest to the workers in these meetings. The superintendents, secretaries, and choristers and organists will see at once many points of importance to their work. Librarians should recognize excellent opportunities for them particularly in the monthly report and business meeting.

This meeting is especially important to teachers, for it affords them opportunity to have their problems, needs and suggestions considered by their fellow officers and teachers.

This united consideration of Sunday School problems inevitably raises the tone of a school, strengthens the morale of the workers and improves even the best schools.

The new Handbook suggests order of business and many points for consideration at all these meetings. These meetings offer occasion for the application of the suggestions given in the Handbook.

The new superintendent's memoranda form is designed for use in the weekly council meeting.

When these meetings are faithfully held and are made adequate to meet the needs of all Sunday School workers they save a great deal of valuable time, they give every worker as an individual the strength of the united group and the enrichment which comes from this wider experience and greater wisdom, they promote the definite, systematic solution of problems and by all these means steadily eliminate one difficulty after another and thereby release hidden powers of achievement and inspiration of which we have never dreamed.

The morale of unity, fellowship, goodwill and mutual desire for betterment which these meetings, adequately held, develop, become invaluable, inspirational experiences for the individual workers. As a result they enjoy their Sunday School service as they never have enjoyed it.

The one project the stake superintendency should seek to promote as a result of these Union Meeting programs is the immediate holding of these preparation meetings in every Sunday School:

1. The Superintendents' Council Meeting—weekly.
2. The Prayer Meeting—weekly.
3. The Report and Business Meeting—monthly.

Success with these is in direct relation to the excellence of the program of each. The stake and ward superintendents should attack at once and vigorously their problem of having stimulating, interesting, inspirational programs every time and of conducting them with dispatch and to a definitely profitable purpose every time.

Prepare wisely, perform vigorously and watch your school improve.



THE MISSIONS



General Board Committee: James L. Barker, Chairman; T. Albert Hooper, Charles J. Ross, Junius R. Tribe, Don B. Colton

IN BEAUTIFUL HAWAII

Elder John A. Widtsoe, of the Council of the Twelve, in a letter to the General Superintendent, says:

"During my recent visit to Hawaii, I had occasion to attend a number of Sunday School conferences. As far as I could judge among the Hawaiian Saints in the Hawaiian Mission, the Sunday School work is progressing very well, indeed. Some of the programs, it seems to me, were quite equal in quality and rendition with those given in the Stakes of Zion nearer the headquarters of the Church. Many of the people remembered your visit there. I am convinced that an occasional visit to these outlying places results in great good in the upbuilding of the organizations of the Church and in the development of the people."

FROM THE CALIFORNIA MISSION

Elder Wilson W. Sorensen, Sunday School Supervisor of the California Mission, reports success in collecting the Dime Fund under the new plan. He says:

"The new Dime Fund Plan, which was carried out this year in the California Mission was very much of a success. The same principles were used as were explained in the May, 1938, *Instructor*, with a few modifications to best serve the needs of all schools here.

"Each school that had 100 per cent of its quota in this office by a set date, qualified for

an award. Every district which had 100 per cent of their schools in with their full quota qualified for an award. . . . Out of 73 schools in the mission, 64 qualified for awards. Six of the districts also qualified. . . . To the districts we are giving one year's subscription to the *Instructor* for each board member, also a ream of letterhead paper with envelopes. . . . There will be 21 subscriptions to the *Instructor* given. . . . It is our hope that with these awards the schools will show greater interest in visual aids and the effective methods of 'teaching the Gospel,' and will improve their efficiency.

(The awards consisted of maps, charts, colored pictures, *Instructors* and other visual aids.)

The General Board congratulates the California Mission on the success of its undertaking.

FROM KIDDERMINSTER, ENGLAND

"As a Sunday School Superintendent in a small branch of the Church, I wish to thank you for the prompt despatch of all reading material ordered from you. This enabled me to keep right up to date with the lessons, and with the help of *The Instructor*, plus hard study, all our lessons were inspiring and instructive. Next to the Sacrament the twenty mintues spent in discussing the lessons we consider the most important thing done in the Sunday School. Our assignment to teach the principles of the Gospel we regard as a sacred trust." (From a letter by Dennis F. Collins, Kidderminster, England.)

ANSWERS TO "DO YOU KNOW":

(See page 58 for Questions)

1. The correct name of this Church is the Church of Jesus Christ of Latter-day Saints.
2. This name was given by revelation to Joseph Smith, the Prophet.
3. It was not called the "Church of Joseph Smith" because he was not its real author.
4. Although it is the Church of Jesus Christ, yet the Saints have an ownership in it, also. The word "Latter-day" distinguishes it from the Church of the former-day Saints.
5. The name "Mormon Church" is a nickname, and was given on account of the belief of our people in the *Book of Mormon*—an abridgment of the history of his people by an ancient American prophet named Mormon.
6. The name "Mormon" will never supplant the real name of the Church because the latter was given by the Lord himself.
7. For many years the word "Mormon" was inclosed in quotation marks, but of late these have been discarded.

GOSPEL DOCTRINE

SECOND YEAR BOOK OF MORMON

For Members of the Melchizedek Priesthood and Men and Women Over 20 Years of Age,
Not Otherwise Assigned.

General Board Committee: Herbert B. Maw and Gerrit de Jong

THE DEPARTURE OF ALMA

Lesson 12. For April 2, 1939

Texts:

Alma 45-47; Gospel Doctrine Quarterly.

Objective:

Whereas wickedness reaps destruction, the rewards of righteousness are priceless.

Outline of Narrative:

- I. Alma's last acts on earth.
 - a. Delivers the Nephite records to Helaman.
 1. Questions him on his faith.
 2. Foretells the destruction of the Nephites.
 - (a) To occur 400 years A. D.
 - (b) The results of wickedness.
 3. Restates the effects of wickedness in the land of promise.
 - b. Alma blessed the church.
 - c. Alma's disappearance.
- II. The apostacy.
 - a. After the departure of Alma, many became rich and deserted God.
 - b. The apostates are led by Amalickiah. He was ambitious to become their king.
 - c. Helaman and his brethren worked diligently to preserve the church.
 - d. Many followed Amalickiah.
- III. The legion of freedom.
 - a. Organized by Moroni.
 1. He carried a banner from town to town calling upon the righteous to unite to preserve their liberties.
 2. Thousands joined him.
 - b. The flight of Amalickiah.
 1. He became afraid of Moroni.
 2. Led his followers toward the Lamanite cities.
 3. Retreat cut off by Moroni.
 - (a) Amalickiah escaped.
 - (b) Joined the Lamanites.
 - (c) His followers were captured by Nephites.
 - IV. Amalickiah's Treachery.
 - a. He was received by the Lamanite king.
 - b. Stirred up the Lamanites against the Nephites.
 - c. By treachery he obtained the throne.
 1. Had his servants murder the king.
 2. Married the Lamanite queen.
 3. Became ruler of the Lamanites.

Suggestions on Supplemental Material:

- I. The Nephites believed the same thing happened to Alma that happened to Moses. Review the last days of Moses. (See Deut. 34:1-6).
- II. Point out reasons why one might conclude that the Nephites inhabited the northern part of South America during this period of their history.

Suggestions on Gospel Topics:

This lesson provides a number of topics for class consideration. The following are suggestions.

- I. If a thorough discussion of the need for righteous living in the land of promise has not been had, then consider the words of the Lord on this point to the following: Brother of Jared (Ether 2:7-12); Lehi (II Nephi 1:5-9); Alma (Alma 45:10-16).
- II. What is meant by the following verse, "Also, I give unto you a commandment that ye shall continue in prayer and fasting from this time forth." (Doc. and Cov. 88:76).
- a. Point out the meaning of "continuing in prayer and fasting." These practices should not be limited to periods of sorrow or distress, but should be entered into during all seasons and under all conditions.
- b. Discuss the teachings of our church as to praying and as to fasting.
- c. Review what President Joseph F. Smith said on the subject of fasting—(See *Gospel Doctrine*, pages 298 and 306).
- III. The effects of example on the lives of others is an important topic for consideration.
 - a. Refer to cases where the conduct of someone in your community has affected the attitude of others toward life or the church.
 - b. Review the life of Alma for the purpose of discovering the good that grew out of his devotion to righteousness.

Sunday, April 9, 1939

EASTER SERVICE

PROSPERITY OF THE RIGHTEOUS

Lesson 13. For April 16, 1939

Texts:

Alma 48-50; Gospel Doctrine Quarterly.

Objective:

The way to true happiness is righteousness.

Outline of Narrative:

- I. The Lamanite Invasion.
 - a. Amalickiah inspires hatred for Nephites.
 - Had ambition to rule both nations.
 - b. Preparations for war.
 - Numerous hosts prepare for battle.
 - c. The Nephites prepare.
 1. Put their faith in God.
 2. Strengthened their defenses by relying on divine help.
 3. Fortified their cities.
 - Built high embankments around them.
 - d. The Lamanites repulsed.
 1. Could not contend with Nephite fortifications.
 2. Hundreds of them killed.
 3. Returned to Nephi in defeat.
- II. Nephites fortify their lands.
 - a. Built new cities.
 - b. Made line of fortifications from ocean to ocean.
- III. A period of peace and prosperity.
 - a. Nephites worship and live righteously.
 - b. Grow wealthy.
 - c. Enjoy perfect happiness.
- IV. Contention breaks harmony.
 - a. Morianton inspires followers to contend with neighbors over land.
 - b. Attempts to lead them into North country.
 - To set up kingdom of their own.
 - c. Headed off by Moroni's army.
 1. His followers make covenant to keep peace.
 2. Restored to their own lands.
 - d. Peace restored.
- V. Nephihah, chief justice, dies.
 - His son, Pahoran, appointed.

Supplemental Material Suggestions:

- I. Discuss the manner in which cities were fortified in the old world prior to the birth of Christ.
 - a. Show pictures of fortifications.
 - b. Make oral descriptions.
- II. Compare with these the embankment fortifications of Moroni.
- III. It will be interesting to point out the possible location of the Nephites in northern South America during this period. Take proof from today's text. In doing so stress the fact that we have no authentic information on the subject.

Gospel Topic Suggestions:

- I. Discuss the character of Moroni. Point out his faith and trust in God and His willingness to serve and protect His people. (See Reynolds' *Dictionary of Book of Mormon* for valuable information about him).
- II. Stress the attitudes of the Nephites concerning war and God brought out in this text. This topic affords a splendid opportunity to stress the folly of aggression, whether by nations or individuals, for selfish purposes.
- III. Have the class discuss the various ways in which God has and does protect His people when they place their trust in Him.

WARS AND CONFLICT

Lesson 14. For April 23, 1939

Texts:

Alma 51-55; Gospel Doctrine Quarterly.

Objective:

More good can be done by being good than in any other way.

Outline of Narrative:

- I. Nephites divided against themselves.
 - a. Kingmen oppose Pahoran.
 1. Wanted new form of government.
 2. Favored establishment of a kingdom.
 - b. Freemen favored democracy under judges.
 - They upheld their new chief judge.
 - c. Kingmen defeated in general election.
- II. The Lamanite invasion.
 - a. Amalickiah attempts to conquer all the Nephite territory.
 - Leads his armies in person.
 - b. Succeeds in taking many Nephite cities because:
 1. Moroni and his armies were occupied in overcoming the opposition of kingmen to the government.
 - c. The Nephite defense.
 1. East fronts under Teancum and Lehi.
 - (a) Teancum stops Lamanite advance.

Slays Amalickiah at night.

- Ammoron, brother of Amalickiah, becomes king of the Lamanites.
- Nephites retake city of Mulek through clever strategy.
- Lamanite prisoners made to fortify city of Bountiful and other Nephite cities.

2. Ammon asks for exchange of prisoners.

- Moroni consents on certain conditions.
- Ammoron angered by Moroni's reply.
Sends stern answer.

3. The strategy of Moroni.

- Knew Nephite prisoners were held in city of Gid by Lamanites.
- Through clever scheme, gets Lamanite soldiers in Gid drunk.
- Arms Nephite prisoners.
- Captures Gid and takes many Lamanites as prisoners without bloodshed.

4. West front under Moroni.

- He sets up defense and then goes to East front.
- Dissension among Nephites in West.
Resulted in Lamanite successes.
- Sons of children of Ammon arm under Helaman.
Two thousand strong.

Supplemental Material Suggestions:

- Instructors should use this period in placing into clear sequence the historical events covered during the past few weeks. In doing so, show the struggle of the Nephites to preserve their independence against both internal dissension and external aggression. More emphasis should be placed on principles they were fighting for than on the details of their warfare.
- Spend a portion of the period in a biographical review of outstanding *Book of Mormon* characters such as:
 - Moroni (See Reynolds' *Dictionary of Book of Mormon*, pp. 235-240).
 - Point out his genius as an army officer.
 - Stress his character as a man by showing
 - His faith in God.
 - His loyalty to his government.
 - His love for his fellow men.
 - His unselfishness.

- Alma the younger (See Reynolds' *Dictionary of Book of Mormon*, pp. 24-44).
 - Review his early life and his repentance.
 - Point out his contribution as a judge.
 - Stress his services as a servant of God.
 - Discuss the effects of repentance on his life.
 - Elaborate on his outstanding character.
- Alma, the elder (See Reynolds' *Dictionary of Book of Mormon*, pp. 17-24).
 - Review his early life in court of Noah.
 - His repentance.
 - His services to the church.
 - His character.
- Select other *Book of Mormon* characters of your own choice who are good examples of righteousness. Information concerning all important characters referred to in our previous lessons may be found in Reynolds' *Dictionary of Book of Mormon*.
- As you review the lives and works of men of the past keep in mind the following words of Goldsmith, "People seldom improve when they have no model but themselves to copy after." Show the improvement on others wrought by these great men.

III. It will be enlightening to have a class member review briefly the historical events in Asia and Europe during the period between 50 and 75 B. C. and to compare and contrast conditions in those places with those in America during the same time.

HELAMAN'S SONS

Lesson 15. For April 30, 1939

Texts:

Alma 56-58; *Gospel Doctrine Quarterly*.

Objective:

"And all things whatsoever ye shall ask in prayer, believing, ye shall receive." (Matt. 21:22.)

Outline of Narrative:

The Epistle of Helaman to Moroni told of:

- The faith of the two thousand sons of the Ammonites.
 - Their early training by their parents. Taught unwavering faith.
 - Their conviction that God would preserve them in their warfare.
- Warfare on the western front.

- a. Need for re-enforcement to Antipus' army.
 - 1. The 2000 Ammonites unite with him.
 - 2. Great rejoicing because of their support.
- b. The strategy of Antipus.
 - 1. The Ammonite boys decoyed Lamanites out of the city of Antiparaho into wilderness.
 - 2. Antipus and his army followed them.
 - 3. Lamanites attacked from front and rear.
 - 4. The courageous fighting of the Ammonites.
Not one killed.
 - 5. Nephites victorious.
 - (a) Took thousands of prisoners.
 - (b) Recaptured Antiparaho.
- c. City of Cumeni surrenders without bloodshed.
 - 1. The city surrounded.
 - 2. Their provisions cut off.
 - 3. Soldiers frightened into submission.
- d. A great battle.
 - 1. Lamanites re-inforced.
 - 2. Part of Nephite army was taken prisoners to Zarahemla.
 - 3. A Lamanite attack.
 - (a) Bitter battle.
 - (b) The courageous fight of the Ammonites.
 - 4. Nephites victorious.
 - (a) Not one Ammonite killed.
 - (b) Lamanites driven into city of Manti.
- e. City of Manti retaken through clever strategy.
Lamanites withdraw from Nephite territory in the west.

Gospel Topic Suggestions:

There are few examples in religious history of a more powerful faith than that of the Ammonite boys. This lesson should be de-

voted to a careful consideration of the principle of faith as taught by our Church.

- I. Discuss the statement of Jesus to his disciples made after a fig tree had withered away at his command, when he said: "Verily I say unto you: If ye have faith, and doubt not, ye shall not only do this which is done to the fig tree, but also if ye shall say unto this mountain, Be thou removed, and be thou cast into the sea; it shall be done." (Matt. 21:21).
- II. Compare, with the above, the words of Helaman as to the Ammonite children made after it was discovered that not one of them had perished in a battle where thousands of others had been killed, when he wrote: "And we do justly ascribe it to the miraculous power of God, because of their exceeding faith in that they had been taught to believe that there was a just God, and whosoever did not doubt that they should be preserved by his marvelous power" (Alma 57:26), and "Yea, they had been taught by their mothers, that if they did not doubt, God would deliver them." (Alma 56:47).
- III. For information on the ideas of our church leaders as to faith see *Gospel Doctrine*, by President Joseph F. Smith, pp. 122-124; *Sunday Night Talks*, by Talmage, pp. 166-126; *Discourses of Brigham Young*, pp. 236-242; see also Index to *Doctrine and Covenants* under "Faith" for revelations on the subject.
- IV. Consider the following: "There is a limit where the intellect fails and breaks down, and this limit is where the questions concerning God—and immortality arise." (Immanuel Kant).
- V. Point out that faith goes to realms beyond the limits of reason. Undoubting faith in God is an unqualified acceptance of Him and His word.

THEY FOLLOW THE PLAN



In the Tenth Ward, Salt Lake City there is a Church History class you should visit. The two teachers take *The Instructor* and collect or borrow pictures; every pupil has a Quarterly; all the members of the class are active, either carrying out an assignment or asking questions or answering them. Always there is a study period, in which the pupils prepare the next lesson; and every review is conducted with the help of pictures covering the three months before. The teachers follow the suggestions of the General Board.

MISSIONARY TRAINING



COURSE D—GOSPEL RESTORATION THEMES

For Elders and Other Young Men and Women of 19 and 20 Years of Age
General Board Committee: James L. Barker, Chairman; Don B. Colton, William E. Berrett

WHY IS RELIGION NEEDED?

Lesson 11. For April 2, 1939

Text:

Gospel Restoration Themes, Lesson 11.

Objective:

To teach that true religion is living the Christ life. Its truest test is whether or not it can be translated into the every-day acts of life.

Suggestive Teachers' Plan:

Every effort should be made to make this lesson practical. In the larger sense, a man's religion is his impelling belief or beliefs. From this viewpoint every man is religious.

I. Can we live the life as taught to the world by the Master?

- a. Discuss being honest in school, on a mission, in the home.
- b. Is it possible to be honest in daily life, in business and among fellow-men? What of profits? What of politics and other civic duties?

II. Analyze the statement so frequently heard, "I am not religious." Honesty is a part of religion just as much as is living the "Golden Rule."

- a. Show that if a man has the proper attitude toward civic duties, human welfare and brotherhood of man, he must be a religious man. The thirteenth article of faith should be committed to memory.

III. Being religious, some think, is the process

- a. of searching for elements which are thought to be of value in all the fields of human endeavor, use being made of the standards set up by Jesus and all the prophets—both ancient and modern;
- b. of placing these values with divine help in their proper relative positions so that they form a rounded-out whole;
- c. of adjusting one's life to the new vision. With this view of being religious, what attitude should a religious person take toward a social security program, disease, poverty, science, empty religious forms, the

brotherhood of man and the fatherhood of God? What is the meaning of the statement, "Religion should come down from the skies to live with men on earth?"

IV. Someone should be asked to prepare a list of many ways that the Gospel meets the problems of life and give definite ways that it can be translated into life. This can be made a fine summary of the lesson.

Assignment:

Let at least two members come prepared to discuss the advantages of rendering service (a) through a church organization and (b) individually. Request each member to carefully read the lesson.

SPECIAL EASTER PROGRAM

April 9, 1939

NEED OF CHURCH ORGANIZATION

Lesson 12. For April 16, 1939

Text:

Gospel Restoration Themes, Lesson 12.

Objective:

To teach that no man can live the "abundant life" alone. "In unity there is strength." God has chosen the Church as His agency through which to preach the Gospel.

Suggestive Teachers' Plan:

The Savior came that we might have life more abundantly. Such a life cannot be enjoyed alone. The selfish life is never an abundant life. Divine revelation and human experience both teach the necessity of a Church organization. References: Matt. 28: 19-20; John 13:34-35; I Cor. 15-29; I Cor., 12 chapter; Gal. 5:13-14.

I. The talks previously assigned may be given. Emphasis should be given to the thought that as we serve others we develop individually. The highest development is attained through service in the Church.

II. Ask the Bishop or some other prominent worker to speak on what is a Church and what are its beneficent activities.

III. It is scriptural, reasonable, and necessary that there be a Church to speak for God on earth. It is the only way for full, complete service to God's children.

Questions: What scriptural proof have we that the organization of the Church today closely parallels that of the Christian Church in the beginning of the Christian era? Show the necessity for authority in any organization. What is the need of divine authority? Ask each member to state briefly why he or she believes that the Church is necessary. Knowledge is mental certainty. An informal discussion centered on these questions: What is a Church? What are its legitimate activities? Discuss the statement, "A Church, acceptable to modern thinking men, must offer to its members a body of doctrine which squares with all truth." Why should the acceptable Church have a world vision?

Assignment:

Let two members confer with the bishopric and bring next Sunday specific recommendations as to how prospective missionaries may become more active in Church organization.

Assign three members to speak on the following subjects:

Evidences, other than scriptural, that there is a God.

Scriptural evidences.

Personality and nature of God.

Teachers Summary:

It is admitted by almost every student of sociology that the Church is the most perfect organization in the world. Let us fully appreciate it and engage in its uplifting activities.

A GOD WHO SPEAKS

Lesson 13. For April 23, 1939

Text:

Gospel Restoration Themes, No. 13. See Missionary Training Department, *The Instructor*, November, 1935, and March, 1937.

Objective:

To teach that a belief in a personal God brings definiteness and purpose in life. It will inspire highest ideals and love and appreciation because He is our Father.

Suggestive Teachers' Plan:

It is suggested that the lesson be a typical missionary meeting. Let there be singing and generally give the atmosphere of a group meeting where missionaries are studying. During the presentation of the talks, members should be encouraged to take notes with a view of asking questions and offering friendly and helpful criticisms.

I. Have the assigned talks given in not to exceed ten minute periods. After each one, let suggestions be given.

II. The teacher may then call attention to the importance of the subject. We are probably the only Church that makes a definite, clear-cut declaration respecting the personality of God in our accepted literature.

Individuals of other churches may believe in a personal God but no declaration will be found in authorized literature.

Give concrete examples of the orderliness and purpose in nature. How would you lead disbelievers to a belief in God?

Emphasize the inspiration that may come to an individual when he realizes his true relationship to Deity.

Assignment:

Often it gives young missionaries splendid development to write on an assigned subject. Request three or more to write a theme or give a talk on one of the following subjects: Teachings of the Church regarding health. Man's intellectual needs and how they are satisfied.

Spiritual needs. What course in life is required to satisfy them.

Teacher's Summary:

Let us all live so that we can feel that a loving Father will approve our course in life. The knowledge that "My Father lives" will bring great happiness. References, Articles in *Improvement Era*, February and March, 1939, by Dr. James L. Barker.

OPEN SUNDAY

Sunday, April 30, 1939

May be used to make up lessons or to expand topics. If class is fully up with plan, some one who has attended General Conference should be asked to review Conference proceedings, with particular reference to interesting missionary items.

I love the soul that dared tread the temptations of his years under his feet.

No boy is well prepared for rough climbing unless he is well shod with Christian principles.



GOSPEL MESSAGES



COURSE C—PROBLEMS OF LATTER-DAY SAINT YOUTH

General Board Committee: Adam S. Bennion, Chairman; John T. Wahlquist, Vice-Chairman; Lynn S. Richards, Earl J. Glade

UNIT II—PERSONAL PROBLEMS FROM THE MORMON VIEWPOINT

YOUR RELATION TO OTHERS

Lesson 11. For April 2, 1939

Problem:

To What Extent Does My Life Belong to Others?

Text:

Lesson Quarterly, Lesson 11.

References:

Jos. F. Smith, *Gospel Doctrine*, Chapter XV; M. Bennion, *Moral Teachings of the New Testament*, Chapter IV.

Objective:

To lead Latter-day Saint youth to sense a deep, religious obligation to mankind.

Methodology:

It is doubtful if any discussion should take place until most students have read the Lesson Quarterly. Consequently, the teacher should make every effort in this direction. On the previous week, the teacher might raise the Personal Problems (see the Lesson Quarterly), have a short class discussion and then read a few interesting excerpts from the Quarterly. Once the students sample the Quarterly, it is believed that it will hold their interest. If few have read it before this morning (April 4), let them read it in class before discussing the problems. If not enough copies are available, read the lesson aloud, interspersing some discussion.

The following pivotal questions cover the Lesson Quarterly for the preliminary recitation-discussion:

1. Why is youth the most challenging period in the whole life span?
2. Explain: "Nature is the perfect architect."
3. How do we weave "the fabric" of our lives?
4. To what extent is character a personal affair? to what extent is it a social affair? (See Briggs' adjectives).
5. What is an honorable life? Who decides whether it is honorable or not?
6. What safe protective rule is proposed by President Eliot?
7. Who is the truly religious man?

Now, seriously, but freely, consider the

personal problems given in the Lesson Quarterly. Obviously, in this general discussion answers must be in the abstract. However, leave the impression that *these are personal problems we are answering in our daily lives*.

Enrichment Materials:

1. Contrast with Eliot's proposal:

"Rebuke not an elder, but entreat him as a father; and the younger men as brethren; the elder women as mothers; the younger as sisters, with all purity." (Timothy V:1, 2.)

2. Scriptures:

Proverbs 3:1-12.

Proverbs 4:1-27.

3. Poetry: Abou Ben Adhem (have this rendered by a student immediately before the close of the hour).

4. Songs:

No. 239—Let's Be Kind to One Another.

No. 207—Have I Done Any Good.

No. 159—I'll Serve the Lord While I am Young.

No. 146—Let Us Treat Each Other Kindly.

(Follow previous suggestions: sing in class or use as opening, closing, or practice selections in the general assembly).

April 9, 1939. Easter Sunday

No lesson—the special program will take the entire morning.

YOUR MARRIAGE

Lesson 12. For April 16, 1939

Problem:

Why and How Does the Latter-day Saint Marry?

Text:

Lesson Quarterly, Lesson 12.

References:

Joseph F. Smith, *Gospel Doctrine*, Chapter XVI; Popenoe, *Modern Marriage* (The Macmillan Company, 1926); M. Bennion, *Moral Teachings of the New Testament*, Chapter XXVI.

Objective:

To lead youth to anticipate normal marriages under the jurisdiction of the Church.

Methodology:

Strive to have the Lesson Quarterly read by each student before the discussion begins; preferably outside of class, but failing in this, in the classroom.

The following pivotal questions cover the Lesson Quarterly:

1. Why is marriage said to be "the most precious thing in life?" Explain.
2. What does a married person enjoy, denied to the unmarried? (See Popenoe).
3. Should ministers and creative artists marry?
4. Explain: President Smith said, "Marriage is the preserver of the human race."
5. What is "the truest greatness"? Explain.
6. Explain: President Eliot said, "People who marry get * * * satisfaction from three successive generations."
7. What are the arguments for early marriages? Late marriages?
8. What are the dangers in marriages late in life?
9. Why do the Mormons practice temple marriages?

See also the personal questions in the Lesson Quarterly. However, do not force the students to answer these. Lead them to think about them until "the crises of life" overtake them.

Enrichment Material:

1. If the discussion strays into the subject of divorce, fortify yourself by studying Ben-nion, Chapter XXVI, and see:

Matthew V:21-32.

Matthew XIX:3-10.

Mark X:2-22.

Luke XVI:18.

I Corinthians VII:10-16 and 39.

2. If the question of economic independence arises, the following quotations may prove of value:

Popenoe: "The right girl always prefers to marry the right man and make the necessary sacrifices for a few years (if she is confident of his ultimate success), rather than to postpone marriage indefinitely waiting for him to make a fortune."

Eliot: "The scale on which housekeeping shall be begun is one of the least important of the arrangements to be made by a pair of lovers before marriage. The young farmer, mechanic, or operative is fully justified in marrying, if he has saved a few hundred dollars, and is competent to earn reasonable wages in his trade or occupation. Young men without capital, particularly men who

have received a good education, and mean to enter a profession or the higher department of corporation service, sometimes defer offering themselves to young women whose parents are well-to-do, on the ground that they are not sure of an income which would give the girls they love all the comforts and luxuries to which they are accustomed. The young woman is entitled to take part in that decision, which is quite as important for her future as it is for his."

3. Song:

No. 83—O My Father.

(Discuss especially the third stanza).

YOUR MATE**Lesson 13. For April 23, 1939****Problem:**

What Personal Attributes Should I Seek in a Mate?

Text:

Lesson Quarterly, Lesson 13.

References:

Popenoe, *Modern Marriage*; Golloway, *Love and Marriage*; M. Bennion, *Moral Teachings of the New Testament*, Chapter XXVI; Jordan, *The Strength of Being Clean*.

The L. D. S. Church would not approve of all material included in these books. Quote only those portions in harmony with the Gospel.

Objective:

*To direct to the attention of youth those attributes that make for success in marriage.**

(Note: The lesson is double edged. Although, the boy will naturally look for the attributes of the bride, his attention should also be centered upon himself as a prospective groom).

Methodology:

In the small class an intimate socialized recitation is probably best. However, there may be situations where noticeably successful husbands and wives can be asked to come to class and lead in discussion of certain problems (see asterisks below). In certain communities there may be outstanding leaders who have made a hobby of this problem. If so, invite them to be present, but do not let a formal lecture take all the time—discuss the problems. This list of pivotal questions is merely suggestive:

1. How important in determining success or failure in life is the choice of a mate?
2. Do you believe in "love at first sight"? Or, should we prepare for "love", i. e. have an ideal in mind and await her appearance?
3. How important is religious affiliations in marriage?

*4. Upon what factors does compatibility depend?

5. Which do you favor, the single or double sex standard? Why? How does this relate to success in marriage?

6. Is physical attraction of primary importance in selecting mates?

7. How long should bride and groom be acquainted before marriage?

*8. From what circles should we select our mates?

*9. What should we look for in prospective brides?

*10. What should we look for in prospective grooms?

See also the personal questions in the Lesson Quarterly. Again, do not force students to answer these publicly; lead them to consider them seriously in private. If you are a successful teacher, students will come to you with their personal problems.

Enrichment Material:

See Proverbs 31:10-31 (the ideal wife).

YOUR COURTHSHIP

Lesson 14. For April 30, 1939

Problem:

How Shall I Conduct My Courtship?

Text:

Lesson Quarterly, Lesson 14.

References:

McKay, "In the Realm of Spirituality," *Deseret News*, August 8, 1936; M. Bennion, *Moral Teaching of the New Testament*, Chapters XI and XXVI.

Objective:

To acquaint youth with the pitfalls of courtship.

Methodology:

The socialized recitation is, in most instances, the most desirable method. In some wards it may be possible to obtain the presence of one or more pair of newlyweds who would fit into this discussion. There may also be persons in the ward who have made a hobby of this and kindred topics. If they can be restrained, so that they do not monopolize all the time, their presence may be solicited. (Note the advanced assignments).

The following pivotal questions are suggestive:

1. Does this topic seem far-fetched to youth?

2. Why study a thing in advance of its happening?

*Advanced assignments.

*3. How soon in life should real courtship begin?

*4. What advanced preparation can we make for courtship?

5. Should an L. D. S. boy "date" non-Mormon girls, vice versa?

*6. A short floor talk, Cautions in Courtship (see Quarterly).

*7. What are the dangers of "liberties" in courtship?

8. What is "vulgarity"? What are its dangers?

9. Why do persons misrepresent themselves in courtship?

10. Should one party discipline the other through "cruelty" in courtship? What are the dangers?

11. What is wrong with long engagements?

Attention should be directed to the Personal Problems (see Lesson Quarterly). However, students should not be forced to discuss them, unless they feel so inclined.

Enrichment Material:

1. *Being "Boy-struck."* "It is while in high school that young people become greatly interested in each other. During this period social activities begin to demand that the boy take a girl to the class dance, the junior 'prom,' or the house parties given by schoolmates. It is well that such activities give opportunity for young people to get experience in the manners by which men and women conduct themselves as gentlemen and ladies, but it is obviously foolish for them to become so deeply interested in each other that they can think of nothing else, and go giggling about, to the disgust of parents, teachers, schoolmates, and all sensible persons. The Indians referred to their men's men as 'braves'; those who tagged after the women all the time were 'squaw men.' To be able to balance one's conduct so that he or she may move among his or her schoolmates as a gentleman or a lady, as a companion, as a chum, and yet be able to avoid the more intimate relations which properly belong to somewhat older persons, is to command the high respect of one's associates, and is a fine art of great consequence. It is the thing that makes a *man* of a boy, and a *woman* of a girl."—Thurman B. Rice, M. D.

2. *Dress and Cosmetics.* "During the high school period there properly develops an increasing interest in the opposite sex. Boys who have previously paid no attention to their personal appearance now become much more concerned in such matters. Likewise, girls are inclined to become 'clothes conscious.' These indications of approaching

(Continued on page 81)

NEW TESTAMENT



Course B—For Ordained Teachers and Other Boys and Girls 15 and 16 Years of Age

General Board Committee: M. Lynn Bennion, Chairman; Llewelyn McKay, Vice Chairman;
Thomas L. Martin and Wendell J. Ashton

CONCERT RECITATION FOR APRIL (Luke Chapter 18, Verse 14)

“... For every one that exalteth himself shall be abased; and he that humbleth himself shall be exalted.”

SUGGESTIONS FOR TWO-AND-ONE-HALF-MINUTE TALKS

1. Forgiveness, the Divine Gift.

(The ability to forgive others is a rare and important quality; it should be cultivated if we would develop sweet, pleasing personalities. The holding of grudges distills a bitterness that poisons our spirits. See Supplementary References, Lesson 11, for material.)

2. True Worship.

(There is true worship only when the worshiper is sincere in his desire to commune with the Father. When the motive is right, then we are in harmony with the Spirit of God and can obtain strength to overcome temptations, and wisdom and courage to meet the problems of life.)

3. “He That Loseth His Life.”

(Tell about someone who has sacrificed his time, efforts, wealth, or life for the good of others, and has thereby won eternal fame and glory. The story of Abraham Lincoln, Joseph Smith, Jane Addams, or of someone right in your own community will furnish plenty of material.)

4. The Right Way to Pray.

(Tell about the prayers of the Pharisee and the Publican; then tell what Jesus said about the right way to pray, and repeat from memory the Lord's Prayer.)

LESSONS FOR APRIL, 1939

THE FORGIVING FATHER

Lesson 11. For April 2, 1939

Objective:

To show that the Lord will forgive one who is truly repentant.

Supplementary References:

Kent, *The Life and Teachings of Jesus*,

pp. 140, 141; Tanner, *New Testament Studies*, pp. 358-361; *The New Testament Speaks*, 372-380; Dummelow, *The One Volume Bible Commentary*, pp. 748-759 and 763-764; Talmage, *Jesus the Christ*, pp. 454-461 and 471-473; Drummond, *The Greatest Thing in the World*; and Shakespeare, *The Merchant of Venice*, Act IV, Scene I.

Suggested Outline:

- I. What is the meaning of true repentance?
 - a. Is it sufficient to be sorry for having done wrong?
 - b. What did the prodigal son say that showed true repentance?
 - c. How did the publican show his repentance?
- II. What is God's attitude toward the repentant sinner?
 - a. What evidence have we in the lesson today that God forgives, not grudgingly, but eagerly?
 - b. How can we harmonize the two thoughts expressed in the last sentence of the lesson in the Quarterly?

Suggestions for Teaching:

The chief purpose in teaching this lesson should be to have the pupils enjoy and appreciate the two parables given in the Quarterly. Probably the informal socialized recitation method of teaching will be most suitable (see Wahlquist, *Teaching as the Direction of Activities*, Chapter VII). The references given above are particularly enlightening and inspirational. It would be helpful to have a picture illustrating the lesson. Ask some of the pupils to try to find and bring one to class.

In both literature and real life, there is an abundance of material illustrating the principles of this lesson. On the preceding Sunday, it would be well to ask three or four pupils to be prepared to relate stories of repentance and forgiveness.

Supplementary Material:

1. The title of this lesson indicates that in the story of the prodigal son, the Father is really the principal character. It is quite natural for any of us, when we begin to feel the consequences of our wrongdoing, to come back from the “far country,” repentant, unless we are governed by an unyielding pride

—the kind of pride that caused Satan to say, "Better to reign in Hell, than serve in Heaven." (Milton's *Paradise Lost*.) The really difficult thing is to forgive—completely, truly.

The dictionary says, "To forgive is the act of one who has been offended or wronged; it not only lifts punishments or consequences from the offender, but restores the offender to an unresentful place in the affections of the offended one. Hence, 'forgive' is the familiar term for the reestablishing of broken personal relationships."

(Note: It will be helpful to read the dictionary definitions of "repentance" and "contrition.")

Some years ago, in one of our smaller wards, there occurred a serious dispute over the use of water. One man became so angry that he took his rifle and threatened the lives of his neighbors. He was brought before the bishopric and asked whether there was any reason why he should not be excommunicated from the Church. But the offender, though he was a rough character, taking little part in the religious life of the community, pleaded that no action be taken against him. He said, "My membership in the Church means more to me than anything else in the world!"

Because the man felt very repentant, those who had been most seriously offended were called in, and one by one they forgave him—except the last. That one fretted around, hesitated, and was obviously displeased. Finally, however, he said:

"Well, I will forgive you—but I will never forget what you have done!"

Is that true forgiveness?

2. In some communities there are little, narrow souls whose lives are embittered and whose progress is retarded simply because they have not developed the ability to forgive the little trespasses, intentional or otherwise, of their neighbors. No doubt, in the very classes that are considering this lesson, most of the pupils have learned how to solve this troublesome, daily problem of forgiveness. But there may be one or two who are building wrong habits and wrong attitudes. They need help if they are to learn how to live successfully and happily among associates who, at best, are imperfect. To help them in this matter is the teacher's responsibility—and her opportunity!

3. There are others who have developed a still more unfortunate attitude. They have not yet learned how to repent! Since all of us are imperfect, there will be times when we do things that are not right. The person who has not learned to repent feels that he is an outcast, that further progress in right living is barred. In order to defend himself

from his own conscience and to retain a semblance of self-respect, he is likely to develop brazenness and pride in his wrongdoing. Such a pupil provides an urgent opportunity for the teacher to do much good.

Activity Projects:

1. Read First Corinthians, Chapter 13. Memorize and repeat for the class the verse you like best.
2. Try to find a short story or a poem based on the message of the Parable of the Prodigal Son.
3. Bring to class a picture illustrating the parable.
4. Find in literature or history a character who was like the Pharisee, and one who was like the publican.

EASTER SUNDAY

Second Sunday, April 9, 1939

SINCERITY IN WORSHIP

Lesson 12. For April 16, 1939

Objective:

To show that if we worship in sincerity and humility, we shall be able to commune with God.

Supplementary References:

Matthew 23:23-31; Kern, *The Miracle of the Galilean*, Chapter VIII, pp. 240-244; Ben-nion, *Moral Teachings of the New Testament*, pp. 53-56; Dummelow, *The One Volume Bible Commentary*, pp. 647-648; Kent, *The Life and Teachings of Jesus*, pp. 147-148.

Suggested Outline:

- I. Why is it important that we have close, constant communion with our Father in Heaven?
 - a. Why are we placed on this earth?
 - b. How can we live this life in such a way as to please the Lord?
 - c. Jesus said, "This is life eternal, that they might know Thee the only true God, and Jesus Christ, whom Thou hast sent." Is it possible for us, now, to know the Father and the Son without having communion with them?
 - d. What did Jesus mean when He said, "He that findeth his life shall lose it"?
- II. How can we have communion with our Father in Heaven?
 - a. What three weaknesses must we guard against?
 - b. What three forms of worship does Jesus emphasize?

- c. What is more important in worship—manner or motive?
- d. What must be our attitude when we worship, if we would really commune with our Father in Heaven?

Suggestions for Teaching:

After a short review of the preceding lesson, conduct a supervised study period. As suggested in former lessons, assign a short question to each member of the class, to be answered as soon as the study period is over. Or, have a number of questions ready, and begin asking them when most of the pupils have finished reading the Quarterly.

Since there is considerable disorder and lack of reverence manifested in some Sunday School classes, this lesson will afford opportunity for a drive toward a better attitude. Emphasize the fact that worship without sincerity and humility is ineffective and displeasing to the Lord. Jesus became very angry with the money-changers and merchants who made the House of the Lord a place of disorder; and He became angry again with the Pharisees who pretended to worship, yet whose inner lives were evil.

Supplementary Material:

1. In "Hamlet," the king is tortured by his conscience, for he has murdered his brother. Finally, he attempts to pray for forgiveness. He discovers, however, that he can neither repent nor ask forgiveness, so long as he keeps the things for which he committed the murder; that is, the crown, his own ambition, and his brother's wife. These he is not willing to give up. In desperation he falls on his knees and begins to pray. Finally, he gives it up, saying:

"My words fly up, my thoughts remain below:

Words without thoughts never to heaven go."

Activity Projects:

1. Have short classroom talks on such subjects as these:
 - a. Guests in the House of the Lord.
 - b. How True Worship Can Help Us.
2. Bring to class some pictures of places of worship; for example, a particularly attractive picture of one of our temples; a picture of the grove where the Prophet Joseph offered his first prayer; a picture of your own ward meetinghouse.

HOW TO PRAY

Lesson 13. For April 23, 1939

Objective:

To help our pupils to look upon prayer

as a natural means of communion with our Heavenly Father.

Supplementary References:

Talmage, *Jesus the Christ*, pp. 237-242; Weed, *A Life of Christ for the Young*, pp. 220-224; Kent, C. F., *The Life and Teachings of Jesus*, pp. 148-150; Tanner, *New Testament Studies*, pp. 337-339.

Suggested Outline:

- I. Why should we pray?
 - a. What is the special value of public prayer?
 - b. Of family prayer?
 - c. Of individual prayer?
 - d. If God already knows what we need, why should we pray?
- II. How should we pray?
 - a. Can an unrepentant sinner pray?
 - b. Is prayer a matter of eloquence?
 - c. Is it a matter of ritual, of precise form?
 - d. What must be the underlying motive?

Suggestions for Teaching:

This lesson may be taught by the problem-project method. (See Wahlquist, *Teaching as the Direction of Activities*, pp. 71-76.) From the questions in the Quarterly, from the foregoing outline, or from elsewhere, select one or more definite, worthwhile problems. One pupil or group of pupils might be asked to search through books for material that will help in the solution of the problem; another might interview the bishop or other leaders in the community. All should be asked to do some close observing and careful, original thinking. The thoughts and findings of all pupils should be brought to class for discussion.

Supplementary Material:

1. "One of the values of public prayers is that they tend to unite a group in seeking the common good of all. Likewise family prayer tends to unite the family in common, worthy purposes. Individual secret prayer, however, is the great opportunity of each person to commune with God and to seek spiritual strength to carry on in the great work of regeneration of mankind, self included. Secret prayer helps one to make clear to himself in unselfish terms his inmost desires and ambitions to be of service to mankind. Furthermore, secret prayer develops confidence and power of concentration on the purposes undertaken. One should, however, be sure that these purposes are set up with pure, unselfish motives and always subject to correction by the inspiration of the Spirit of God."—Milton Bennion.
2. Some people think that if God already

knows what we need, it is not necessary for us to pray. However, it is not the policy of our Father in Heaven to hand over, as gifts, all the things that we require. That would defeat the very purpose for which we were placed on earth.

Prayer helps us to clarify our needs, helps us to determine whether or not the thing we pray for is worthy, and it brings us resolution and strength.

Activity Projects:

1. Give a classroom talk on one of the following topics:
 - a. An Answer to Prayer.
 - b. A Prayer That Greatly Impressed Me.
 - c. Unselfishness in Prayer.
 - d. Sincerity in Prayer.
2. Start a collection of incidents illustrating the power of prayer. Ask older members of the ward to tell about their prayers that have been answered. Attend Fast Meeting and take notes on some of the testimonies that are borne.
3. Read to the class your favorite poem or song about prayer.
4. Find and bring to class a picture showing someone praying.

PERSISTENCE IN PRAYER

Lesson 14. For April 30, 1939

Objective:

To emphasize the need for continual prayer.

Supplementary References:

Dummelow, *The One Volume Bible Commentary*, pp. 649 and 752; Dent, *The Life and Teachings of Jesus*, pp. 150-155; Tanner, *New Testament Studies*, pp. 339-342.

Suggested Outline:

- I. Why should we ask more than once for something we desire?
 - a. What benefit will constant asking be to the one who prays?
 - b. Why will the Father be favorably impressed?
 - c. What effect will constant prayer have upon our "line of communication" with God?
- II. How can we reconcile ourselves to the fact that our prayers are sometimes apparently unanswered?
 - a. May prayers be answered in ways other than those which we anticipate?
 - b. What should be our attitude when

we make a request of our Father in Heaven?

- c. How can prayer help us to overcome the habit of worry?

Suggestions for Teaching:

Use the directed study method. Be careful to provide a stimulating list of questions that can be asked just as soon as the pupils have finished reading the Quarterly.

An effort should be made to impress pupils with the need for habitual prayer. The young men and women of this department are entering upon the most interesting and important period of their lives. They are approaching the time when they must choose between evil companions and those who are fine, clean, earnest, and ambitious.

They will begin to form habits of wrong thinking and wrong doing, or they will form habits that will make them leaders in their wards and communities. No matter what else they may do, if they will now establish the habit of praying daily, and as much often as occasion requires, they will not go astray, and the struggle for right living will not be at all difficult.

Supplementary Material:

1. Sometimes in our efforts to achieve success, we hit upon ideas that seem to us altogether ethical and desirable. The experience of others, however, proves that many such ideas are not at all suitable. If carried out, they cause sorrow and distress, or financial loss. One who prays—not once, but many times—about such matters, asking for wisdom to know what is best for him to do, or asking that he may find a way to carry out the ideas, soon begins to see the flaws, if there are any; or he finds a way to accomplish his purposes if they are worthy ones. This constant praying helps him to eliminate unworthy requests, and to center his attention and efforts upon those that are desirable.

2. Recently, in one of our larger wards, a man was desperately in need of a little money. His wife was in the hospital, suffering from a disorder that threatened to cripple her for life. The doctor prescribed certain materials and said that they would have to be obtained at once.

The man had no money, and being new in the community, had nowhere to turn for credit. He prayed earnestly that he might find some way to get the money. He went to several banks and tried to borrow it. He visited pawnshops, but nothing he had would bring the amount he needed. Throughout the day he repeatedly placed the matter before the Lord. Toward evening he turned

homeward; and on the way, he asked again that some way might be found whereby he could get the money.

When he reached home, he found a letter on the table. It was from a brother living far away, who said that he had heard there was sickness in the home, and in the hope of helping out a little he was enclosing a check for \$100.

3. During the World War, a Mormon was attached to an organization in which there were no other members of our Church. The ideals and habits of many of the soldiers were entirely different from those he had been taught were right; and there was every opportunity and invitation for him to live as they did.

The Mormon, therefore, made it a matter of daily prayer, asking that those temptations which he was unable to avoid might not be too strong for him to withstand. The soldier says that his prayers were completely answered. Temptations to smoke, drink,

gamble, and do other things of an evil nature, so lost their power that he actually found it easier to live according to the doctrines of his Church than it had been when he lived in his own ward, far away in Utah.

Activity Projects:

1. Prepare a short classroom talk on one of the following subjects:
 - a. Prayer, the Soul's Sincere Desire.
 - b. The Difference between "Saying Prayers" and "Praying."
 - c. Prayer as a Safeguard against Temptation.
 - d. Prayer as a Safeguard against Worry.
 - e. Helping the Lord to Answer Our Prayers.
2. Memorize James 1:5 and 6.
3. Explain to the class why the reference given above is of particular importance to Latter-day Saints.
4. Relate an instance in which persistent prayer was finally answered.

GOSPEL MESSAGES

(Continued from page 76)

maturity should be welcomed as indications of development. Unfortunately, however, in many instances there is a tendency to go to extremes. Certainly a reasonable amount of rouge and lipstick is no sin, but it is easy to overdo these aids to beauty to such a degree that they have the effect of making a girl appear cheap and gaudy. The healthy girl who goes in for tennis, swimming, and other healthy pursuits, who eats properly and gets enough sleep, has better rouge in

a clean, well-kept skin than ever come out of a compact. Nimble feet that can take a hike, carry her with a bound over a tennis court or execute a dance step with grace and ease are a far greater asset in making her popular than are feet tortured in dainty creations which for want of a better name are called shoes. "There is no objection to stylish shoes for parties, but please, girls, don't wear them for everyday."—Thurman B. Rice, M. D.

GET A STRANGLE HOLD ON YOUR PROBLEMS



A problem is "something thrown forward." It naturally arises when one attempts to reach an ideal of any sort. Thus, if you wish to teach a class effectively or to conduct the school according to a fixed standard, and if an obstacle presents itself, you have a problem.

But having a problem presupposes that you have a standard and that you can recognize an obstacle when one appears. It implies, also, that you have a determination to rid yourself of the obstacle in your way.

All these conditions being present, you are ready to tackle the problem, to get a strangle hold on it, to choke it to death, and thus to clear the path to your ideal.

Make a list of your problems now.

OLD TESTAMENT



Course A—For Deacons and Other Boys and Girls, 14, 15 and 16 Years of Age.
General Board Committee: T. Albert Hooper, Chairman; Junius R. Tribe
and Wallace F. Bennett

LESSONS FOR APRIL, 1939

CONCERT RECITATION (Acts 10:34, 35)

God is no respecter of persons, but in every nation he that feareth Him and worketh righteousness, is accepted with Him.

JACOB, THE FAR-SEEING PATRIARCH

Lesson 11. For April 2, 1939

Objective:

Every member of the Church should go to a Patriarch and have a special blessing.

Text and References

The Quarterly for the second three months of this year, lesson 9; Genesis, chapters 48 and 49; *Book of Mormon*, First Nephi, chapter 1. (For explanations of the phrase, "utmost bounds of the everlasting hills," read this reference.)

Outline of Material:

- I. Jacob as an old man.
 - a. Physical condition.
 - b. Mental condition (apparently very good at the advanced age of 146.)
- II. Posterity of Jacob.
 - a. Number and names of sons.
 - b. Joseph and his sons.
- III. Blessings given by Jacob.
 - a. To Joseph.
 - b. To Joseph's sons.
 - c. To Judah.

Lesson Approach:

In the preparation of this lesson your first task will be to connect the subject with the minds of your class. This must be done by finding some point of contact with their minds. Here that point might be: Have you had a patriarchal blessing? If so, when was it given. If not, would you like to have one? Jacob's sons were told something about the future.

A patriarchal blessing usually does three things for the one who receives it: first, it may tell him what is to come in his life if obedient; second, it may stimulate him to live at his best so as to realize his possibilities, and, third, it develops faith in God and His servants.

Once, many years ago, a young man who was to go on a mission from Utah to England received a patriarchal blessing. In it he was told that, although he would have trouble on the sea, he would nevertheless arrive safely at his destination and later, when his mission was filled, return to his home. When he was in mid-ocean, the ship took fire and sank. But the people, including the missionary, were saved. A vessel, a hundred miles out of its course, picked them up. This man filled his mission and returned home safely.

Another young man, also called to go on a mission, received a patriarchal blessing. In his blessing he was not told anything very startling, but rather the patriarch pointed out his possibilities. His weakness, for instance, he was shown, was to yield too easily to temptation, against which he was warned. And then, too, he was told that he was of an aspiring disposition—which was quite true, although the Patriarch could not have known this of himself, since this was the first time the two had ever seen each other. These two things the young missionary, who is now an elderly man, has always kept in mind as guiding posts in his life.

Suggestions, Helps:

Ask your pupils to tell of such patriarchal blessings as they may have heard or read about. You will, of course, have to make this assignment at least a week in advance. Most likely you will get some good results. Such pupils as report should keep in mind the three points mentioned above.

A patriarch in our Church is not necessarily an old man. Ask someone in your class to get the names of the patriarchs in your stake: another, the names of all the presiding patriarchs of the Church, from the beginning to date.

Application:

How many of your pupils will get a

patriarchal blessing as a result of this recitation?

MOSES—EIGHTY YEARS OF PREPARATION

Lesson 12. For April 16, 1939

Problem:

What things in your life, present or future, need preparation? How much? What kind?

References:

Exodus, beginning with verse 8 of chapter 1 and ending with the final verse of chapter 4; *Through the Bible*, Wilson, chapters 1 and 2 of Part Three, pp. 105-14; *Story of the Bible*, Hurlbut, Story Twenty, pp. 116-21; *Children of the Promise*, Evans, pp. 84-8.

Material Outline:

- I. Probable Scene in Home Where Moses Was Born.
 - a. The parents.
 - b. The law against Hebrew babies.
 - c. The question how to escape from this law.
 - d. The solution of the problem.
- II. Probable Scene on the River Bank.
 - a. The princess and her maids.
 - b. The finding of the bulrush crib.
 - c. The appeal to the princess.
 - d. Moses' sister on hand.
 - e. How Moses was cared for.
- III. Education of Moses.
 - a. By his mother—effects of this.
 - b. By the Egyptians later.
 1. Egypt at this time.
 2. Training by Egyptians of a man who was to destroy their power over his people.
- IV. Scene in Goshen.
 - a. Moses' interest in his people.
 - b. The dispute between Israel and Egyptian.
 - c. Death of the Egyptian.
 - d. Moses' flight from Egypt.

Objectives:

Primary Objective: *Opportunity surely comes to him who patiently prepares himself.*

Secondary Objective: *Moses could not go about his great work till he had received the priesthood and was called of God.*

(The problem at the head of this batch of material is to awaken the minds of the class in what is to be presented; the objective is for the use of the teacher in gathering this material and arranging it.)

Lesson Enrichment:

Of course, the customs of the time should enter somewhat into any consideration of this lesson, but too much time should not be spent on that—only enough to make it clear. In the main, the enrichment material should come from the experience of the class in deduction and building. This may be brought out by judicious, leading questions, such, for instance, as the following:

1. What was the specific work of Moses in the world? How long was he engaged in this work? How important was it in the light of history? How old was Moses when he began this work? In view of this purpose, just what kind of preparation was necessary? What part of this preparation was done by (a) his parents and (b) by the Egyptians?
2. What work do you expect to do in the world? Does this work take into consideration only your own interests or does it include a purpose that reaches others? If Moses had consulted only his own interest, what, probably, would he have done? How does one determine what one's work is to be? Does God enter into your calculations, and, if so, to what extent?
3. Just how was the work done by Moses connected with Christ? Explain in detail. Why should Moses need priesthood in order to carry on the work which had been assigned him? What is priesthood? Shall you need priesthood in what you are to do in life?

Methodology:

Read carefully, if you have not done so already, Chapter VII of Dr. Walquist's *Teaching as the Direction of Activities*, as the procedure for conducting this "recitation." Keep yourself in the background and your class in the foreground. Let them do the talking.

MOSES INSTITUTES THE PASSOVER

Lesson 13. For April 23, 1939

Problem:

When we receive a particular gift, either from a relative or friend or from God, in what ways may we express our appreciation?

Objective:

Recognition of God's blessings and true thankfulness therefor should be appropriately shown by the individual and the community.

Subsidiary to this may be another objective: *The sacrifice of the lamb typifies the great sacrifice that Jesus made for us.*

References:

Exodus 11:1; 13:22; the Quarterly, No. 13; *Through the Bible*, Wilson, Part Three, chapters 3 and 4; *Story of the Bible*, Hurlbut, Stories Twenty-one to Twenty-three, inclusive; *Children of the Promise*, Evans, Chapters XV and XVI.

Outline of Material:

- I. The Call of Moses—the Burning Bush.
 - a. Midian and the Midianites.
 - b. Moses among the Midianites—Vocation.
 - c. The Lord talks with Moses.
- II. Moses and the Egyptians.
 - a. Return of Moses.
 - b. Moses and Aaron.
 - c. Purpose of Moses' dealing with the Egyptians.
 - d. The plagues.
 - e. The last plague.
- III. The Passover.
 - a. Why established.
 - b. The particular form it took.
 - c. Its significance as related to Christ.

Lesson Enrichment:

As in the previous lesson, the teacher is advised to go to the thinking and the experiences of the class for material that will enrich the discussions of the pupils. Here are a few questions that will help to draw out the class:

1. What "gift" did Jehovah make to the Israelites on this occasion? (Specifically it was the gift of freedom from a debasing bondage—really slavery.) What had the Israelites done to bring on such a condition? (They had multiplied too rapidly to suit the rulers.) What was Moses' purpose in returning to Egypt? Why did he argue his unfitness for the job of leading the Israelites out of bondage? Was he really unfit? Or was he suffering from what we now call an inferiority complex? How did the Lord bring about a change of mind in the king about letting the Israelites go?

2. What is the most important thing you have ever been asked to do? Why were you chosen for that task? Had you had any preparation for it? If so, what? How did you feel about accepting the task? Is it an advantage or a disadvantage, educationally speaking, to be given a responsibility? Just how do people come to think of us for any particular position or work? Are you looking forward to any high place in your commonwealth?

3. What is an institution in the sense here intended? What was the passover intended to celebrate? If you know a member of the Jewish race, ask him to tell you whether or not the descendants of Jacob still commemorate this event, and, if so, how it is done? Can you think of a better, or another way, in which to remember the passover? What does the Sacrament of the Lord's Supper commemorate? Show how it is symbolical just as the passover is.

Application:

Small things lead to great ones. So, ask the class to select something in their lives (or hopes) to which they may look forward during this week or month and to prepare for it by way of action, something done, instead of thinking merely.

MOSES—GIVER OF LAW**Lesson 14. For April 30, 1939****Problem:**

What is meant by a "law"? Why do we have laws? How do laws arise in human society?

Objective:

If thou wilt enter into Life, keep the Commandments. (Matthew 19:17.)

A subordinate objective might be stated thus: *The law was our schoolmaster, to bring us to Christ.* (Gal. 3:24.)

(The "law" meant in this lesson objective is the law of "carnal commandments" given to the Israelites by Moses the Prophet.)

References:

Exodus, chapters 19 and 20; the Quarterly, *Through the Bible*, Wilson, Part Four, chapter four; *Story of the Bible*, Hurlbut, Story twenty-five; *Children of the Promise*, Evans, chapter XVII.

(Continued on page 90)

CHURCH HISTORY



For Boys and Girls, Ages 10 and 11

General Board Committee: Charles J. Ross, Chairman; De Lure Nichols, Ruth Wheelon and Gordon B. Hinckley

CONCERT RECITATION FOR APRIL

Thanks for the Sabbath School,
Hail to the day
When evil and error
Are passing away.
Thanks for our teachers
Who labor with care
That we in the light
Of the Gospel may share.

THE FIRST SUNDAY SCHOOL

Lesson 12. For April 2, 1939

Objective:

As we see the conditions under which our Pioneer Sunday School originated, we appreciate our own.

References:

Jubilee History of the Deseret Sunday School Union; The Sunday School Hand-Book.

Suggestions

Supervised Study:

"The Sooty Alley School." "Richard Ballantyne's Sunday School." "Our Sunday School." The teacher might put such topics as these on the board as guides to the students' reading.

Activity:

Let the class sing "Thanks for the Sabbath School." Let the members tell of each of the topics listed above. Assign some of the members to find out before the class convenes some interesting Sunday School experience of a parent or grandparent. This might take the form of a description of the Sunday School to which the parent or grandparent went in another country or under different conditions. Let the class discuss their own Sunday School in all of its activities, and let them list the advantages they have that Richard Ballantyne's students did not have. Color the drawing of the home of the Pioneer Mormon Sunday School.

Application:

Let the class show greater appreciation of their Sunday School by maintaining better order in the general assembly, in marching and in their class. Let them think of ways in which their class could be improved, and then let them report.

EASTER

Lesson for April 9, 1939

THE OLD TITHING HOUSE

Lesson 13. For April 16, 1939

Objective:

If we desire the Lord to bless us, we must keep the commandments He has given us.

References:

Doctrine and Covenants, Section 119; The Bible, Malachi, 3:8-10; Smith, Teachings of the Prophet Joseph Smith, p. 70.

Suggestions

Supervised Study:

1. Who receives benefit from the Church? 2. How much Tithing should we pay? 3. Why do we pay Tithing? 4. How was Tithing often paid in Pioneer days? 5. What benefits come from the payment of Tithes? Such questions as these might be put on the board before the class begins to read the Quarterly.

Activity:

Let someone tell the story of the Widow's Mite. If available, let someone read Joseph Smith's and Oliver Cowdery's covenant with the Lord regarding Tithing. It is found in *Teachings of the Prophet Joseph Smith*. Let members of the class answer the questions given above. All of them receive some little money from time to time, and they should learn to pay their Tithing no matter how little it is. Ask the Bishop to show them the Ward Tithing Record, and tell them how their Tithing is entered in the Record. See beforehand if some member of your class can get from a parent or a missionary brother a good faith-promoting experience dealing

with the payment of Tithing. Color the drawings of Tithing produce.

Application:

Let each member of the class resolve to get his name on the ward or branch Tithing Record.

BUILDING THE HOUSE OF THE LORD

Lesson 14. For April 23, 1939

Objective:

If we love anything enough, we will sacrifice for it. The early day temples of the Church were built through great sacrifice, to provide facilities with which to fulfill a duty of love.

References:

Talmage, *The House of the Lord*; Gates-Widtsoe, *Brigham Young*, pp. 230-232; Nibley, *Brigham Young*, pp. 197-200; Roberts, *A Comprehensive History of the Church*, Vol. IV, pp. 15-18.

Suggestions

Because of limited space, the Quarterly material deals only with the construction of the Salt Lake Temple. If you live near one of the other temples, built in early days, it would be well to give the story of its erection. You may even be able to get someone familiar with its construction to tell of his experiences. The story of the construction of some of the other temples is even better in many respects, but the Salt Lake was chosen because it is most generally known.

Supervised Study:

Such topic titles as the following might be put on the board as guides to reading and for later discussion: 1. The choosing of the temple site. 2. The kind of material chosen and why. 3. Difficulties of construction. 4. Purposes of temples.

Activity:

Let the class dramatize the choosing of the site. Three or four boys can stroll across the room, commenting while doing so on the dry land and the barren country. The one taking the part of Brigham Young can then make the prophetic statement, "Here we will build a temple to our God." The class might also pretend that it is the conference called to decide on the material of which the temple was to be built. One may suggest that wood be used, another adobe, another sandstone, with reasons for their choices. After some discussion back and forth, let one propose that it be built of the finest material to be found in the mountains of North America. All agree. The difficulties of building may be

recounted, and also the dedicatory services. A discussion of the purposes of temples may then be had, placing emphasis on temple work being a work of love. Color the drawing.

Application:

Let the students resolve that they will labor and sacrifice if necessary to obtain their righteous desires.

THE BUILDING OF THE TABERNACLE

Lesson 15. For April 30, 1939

Objective:

If we get busy and use well that which we have, we can accomplish mighty things. The Pioneers' facilities were poor, but they used them well and the world today honors them for their work.

References:

Gates-Widtsoe, *Brigham Young*, pp. 228-9; Young, *The Founding of Utah*, pp. 435-7; Evans, *The Story of Utah*, pp. 193-5; Roberts, *A Comprehensive History of the Church*, Vol. V, pp. 134-5.

Suggestions

Supervised Study:

Such questions as the following might be put on the board to serve as discussion topics: How would you describe the Tabernacle? What was used to hold together the huge timbers? What prevented the timbers from splitting? How was the organ made?

Activity:

Drop a pin in one end of the room and see if it can be heard in the other. Song: "Put Your Shoulder to the Wheel." Let members of the class recount the building of the Tabernacle and the organ. Emphasize the fact that these wonderful things were built with very meager facilities. Let them tell of men and women who have achieved in spite of small opportunities. Let them tell of beautiful things which have been made by men and women whose tools were few, but whose patience and perseverance were great. If you can arrange it, let the class listen to the weekly broadcast of the Tabernacle Organ and Choir. It may be necessary to spend the class time in someone's home. With a knowledge of the building of the Tabernacle and the Organ, this program will have a new interest for them, and at the same time it will add interest to their lesson. Color the drawing in the Quarterly.

Application:

Let the students resolve to make the most of every opportunity, no matter how small.

PRIMARY

NEW TESTAMENT STORIES

For Children 7, 8 and 9 Years of Age

General Board Committee: Frank K. Seegmiller, Chairman; Lucy G. Sperry

REVIEW SUNDAY

April 2, 1939

In the Primary Department it is customary for the teacher to present the lessons by story method. We are therefore very likely to do most of the talking ourselves. The review affords a splendid opportunity for more pupil participation. The following method of review is a good one to secure this.

By now the pupils are more or less familiar with the use of the Quarterly. So the older groups can well handle the following exercise:

Prepare a number of questions on each lesson for the month. Have each child draw one and find the answer to it in the Quarterly. When he has found the correct answer let him read it to the class.

For the younger groups who cannot read so well, place on the blackboard the miracles of Elisha and have the children list them, telling the story of each. They have the picture before them to help recall the story. Through careful questioning lead the children to see that Elisha performed miracles through his faith in the power of God and that God can influence every action of our lives, if we but put our trust in Him.

JONAH, THE RUNAWAY PROPHET

Lesson 12. For April 9, 1939

Text:

1, 2; Primary Lessons, No. 12.

References:

Hurlbut's *Story of the Bible*, pp. 412-414.
Dalby, *Land and Leaders of Israel*.

Objective:

Punishment follows failure to do one's duty.

Outline of Lesson:

- I. Jonah called on a mission to Nineveh.
 - a. He fears the call.
 - b. He tries to run away to Tarshish.
- II. The Lord punishes Jonah.
 - a. The great storm.
 - b. Prayers of all of no avail.

- c. Jonah thrown into the sea.

III. Jonah saved.

- a. A great fish prepared.
- b. The Lord hears Jonah's prayer.

Methods and Enrichment:

Songs:

"Day and Night," *Songs For Little People*,
Danielson and Conant.

Picture:

Picture Set No. 57.

Memory Gem:

Do your duty and be blessed,
Leave unto the Lord the rest.

Point of Contact:

How many of you have ever seen the ocean? Tell us about it.

Talk with the children about the great waves, depth, etc. Perhaps they know of other dangers of the ocean, great dangerous fish, etc. Do you think you would have much chance to remain alive if thrown into such a body of water?

Application:

Why was Jonah punished by the Lord? Whenever we do something wrong, what can we expect to follow? We break a rule, and we are punished.

1. If we get wet feet, what can we expect?
2. When we tell an untruth, what may happen?
3. When that little whispering voice, which we know is the spirit of Heavenly Father, asks us to do something and we don't do it, what might happen?
4. In what ways can we do our duty and be blessed?

1. Pray when asked.
2. Obey teachers, parents, etc.
3. Attend Sunday School, Primary, etc.

Let's be careful, teachers, and get the real message of the story of Jonah. Just after Elisha died there arose a great king in northern Israel named Jeroboam II. He made Israel great as it was in the days of Solomon. It was so rich and powerful that it despised other great nations such as the great nation of Asyria, located just east of Syria. Syria

had fallen, and Assyria, with a beautiful capital city named Nineveh, had taken its place.

The teacher should here give the lesson as it is in the Quarterly. The complete story is in the Book of Jonah.

JONAH WHO LEARNS ABOUT GOD'S LOVE

Lesson 13. For April 16, 1939

Text:

Jonah 3, 4.

References:

Hurlbut's *Story of the Bible*, pp. 414, 415; Dalby's *Land and Leaders of Israel*.

Objective:

To be loving to others is the best way to please God.

Outline of Lesson:

- I. God's Love for Nineveh.
 - a. Jonah tells of God's coming judgment.
 - b. The people repent.
 - c. The Lord spares them.
- II. Jonah Taught God's Love.
 - a. His disappointment and anger.
 - b. His waiting in the summer house.
 - c. The growth and death of the gourd.
- III. God Reveals to Jonah His Love.

Methods and Enrichment:

Songs:

"Love's Lesson," *Songs for Little People*—Danielson and Conant; "Love at Home," *Deseret Sunday School Songs*.

Picture:

Picture Set No. 30.

Memory Gem:

Just to be tender, just to be true,
Just to be loyal, the whole day through.

Point of Contact:

Can you think of a place where you can go to be all alone? Would you be alone in a dark room, closet, etc.? Why? Some one would always be with you. Who? (Heavenly Father) We should not be afraid to go anywhere, because Heavenly Father is with us wherever we go. He loves children and people all over the world. He doesn't just love the rich or the poor or just white children, but we are all God's children and just as your mother loves each of her children, so God loves each of His.

Application:

Present pictures from your magazines of foreign children. Talk with the children regarding their differences in dress, speech, actions, etc. How do some children act toward foreign children who have different colored skin or speak a different language. How would Jesus treat these children? What can we do to show these children that we love them as God does?

1. Speak to them. 2. Play with them. 3. Help them to learn our language. 4. Be kind to them. 5. Remember how we would feel if we were in their country. How many of you know some child who is not like us? Next Sunday I want you to tell me how you have been more kind to him or helped him.

Directed Activities:

Children, paste on a large sheet of paper, clippings of foreign children to whom they can show some kindness.

To Teacher:

In our last lesson Jonah found out that painful experiences follow disobedience to the Lord. So he went to the great heathen city of Nineveh. This was a very large city. The Bible tells us that it was a three day's journey through it. When the prophet reached it, he went boldly through all its streets warning the people that their city would be destroyed in forty days. Such a warning is, of course, always conditional. If the people repent no harm will come to them. So well did Jonah warn the people that everybody, even the king, repented in sackcloth and ashes. And God loved them for their sincere repentance and spared them and their city.

For us of our day it is hard to understand Jonah's actions after the people repented. He should have been glad to see his work bear fruit. But Jonah was a narrow Israelite. To him God was just the God of Israel, of Israel only. Then, too, the Assyrians had been extremely cruel to the Israelites in the wars they had fought. He also had prophesied that in forty days their city would be destroyed. If God saved it, they might call him a false prophet.

THE LORD SAVES A KING AND HIS CITY

Lesson 14. For April 23, 1939

Text:

II Kings 18, 19.

References:

Hurlbut's *Story of the Bible*, pp. 438, 439; Dalby's *Land and Leaders of Israel*.

Objective:

Through faith and prayer the Lord helps us in times of need.

Outline of Lesson:

- I. King Hezekiah Serves the Lord
- II. The Great Danger that Threatened the King.
 - a. King Sennacherib asks them to surrender.
 - b. They pay tribute money.
 - c. The king demands a complete surrender.
- III. The Lord saves the King and his people.
 - a. Isaiah the prophet advises him.
 - b. Hezekiah's prayer.
 - c. The destruction of the Assyrian army.
 - d. The death of the king.

Methods and Enrichment:**Songs:**

"The Extra Prayer," page 14, *Songs For Little People*—Danielson and Conant.

Picture:

Standard Pictures No. 38.

Memory Gem:

Meek and humble like the Master
To the Father, we must pray
That our footsteps may not falter
From the straight and narrow way.

Point of Contact:

Have you boys ever made a snow fort during the winter season? How did you feel when it was completed? How would you have felt if some older boys had destroyed it? You girls have made playhouses, haven't you, and used them day after day to play in? I think I know what you would have done if someone had wrecked your playhouse while you were at lunch. Just imagine how terrible it would be to have thousands and thousands of enemy soldiers come and camp near your real house. Can you imagine how terrible it would be to go to sleep at night and expect any minute to have soldiers come tearing into your house. The little children we are going to hear about today had just that sort of experience.

Application:

Why did the Lord listen to Hezekiah's prayer? (Because he had always tried to serve the Lord.) How can we make sure Heavenly Father hears our prayers? He will be sure to listen and help us if we have always tried to do what things?

1. Tell the truth.
2. Always be honest.

3. Help our friends and enemies.
4. Be kind and unselfish.
5. Pray faithfully.

Watch for just one incident this week in your lives where God has heard your prayer because you have tried to do the things He wanted you to do. What does He like children to do at home? What pleases Him at Sunday School?

Directed Activity:

Draw a line under the best answer:

1. Hezekiah had always been
 1. A selfish king
 2. An idol worshiper
2. He prayer to the Lord
 1. In a grove
 2. In a house
 3. In the temple
3. The Assyrians were
 1. Friendly neighbors
 2. Enemies
4. Hezekiah's father was a
 1. Weak man
 2. Good man

To Teachers:

Here the teacher should tell the story as it is in the Quarterly. For further details see the Bible, as in reference given above.

HEZEKIAH HEALED**Lesson 15. For April 30, 1939****Texts:**

II Kings 20:1-11; Isaiah 38.

References:

Hurlbut's *Story of the Bible*, p. 440.

Objective:

Through faith and prayer the Lord may help us in times of need.

Outline of Lesson:

- I. King Hezekiah's Illness.
- II. His Great Prayer to God.
- III. The King's Recovery.
 - a. The remedy.
 - b. His visit to the temple.
 - c. His fifteen years of righteousness.

Methods and Enrichment:**Songs:**

"I Do Believe," "Did You Think to Pray," *Deseret S. S. Songs*; "Lord Who Loveth Little Children," *Songs For Little People*.

Picture:

Standard Picture No. 470.

Memory Gem:

"Remember your prayer, little children,
Both morning and evening each day;
The Lord is e'er ready to hear you,
He loves all His children to pray."

Point of Contact:

Have you ever been sick, very sick? What made you better? How does the Lord help us to get better? Whom do we ask to come to our house to pray for us? What do we call it in our church when we have Elders pray for the sick? (administer) Who has been administered to in our group? Is it just a new thing to have the Lord help the sick? Who went about the holy land healing the sick people? Today we hear about a man who lived long before Jesus, and the Lord helped him to get well.

Application:

Relate from your own experience, or reading, incidents to show the value and benefit of prayer. Have the children discuss freely their experience in seeing the sick healed.

Why should we call God "the best doctor?" Good doctors say they merely dress the wound, God does the healing.

Don't you think it is reasonable to believe that God uses your doctor in making you

well? What could we do before the doctor starts to operate on someone? What do you think many doctors do before they operate? When we are ill whom should we call in besides the doctor?

Explain why some people die even though prayer and faith have been used (God knows best). What can we do when someone is being prayed for?

Directed Activity:

Have a child in the group pray for someone who is sick in the ward or neighborhood. Have the child who is to dismiss remember those who are sick. Ask the children to remember in their prayers at home their friends who are ill.

Teacher:

Sometimes men are greatly needed to help in this world. Such was the case with good King Hezekiah. While the Assyrians were threatening Jerusalem with destruction, a terrible illness came upon this great man. The Bible called the sickness a "boil". Probably he was suffering from a cancer or a tumor. At any rate there seemed to be no chance for his recovery from the disease.

Teacher tell the story as in the Quarterly. See also the references given above.

OLD TESTAMENT

(Continued from page 84)

Remember: the Bible and the Quarterly are basic; the other references, at best, are merely helps in understanding the former.

Outline of Material:

- I. What Law Is.
 - a. In athletic games.
 - b. In society generally.
 - c. In religion.
- II. Law of Moses Not Merely Religious.
 - a. The Ten Commandments.
 - b. Other Mosaic rules.
- III. Modern Laws Derived from Moses.
 - a. The laws against stealing.
 - b. The laws against falsifying.
 - c. The laws against vices.

Enrichment Material:

Again attention is called to the necessity for allowing the class to do the work. Assignments should have been made of topics to be presented at this "recitation." Also of questions to be discussed in the class and by the class.

1. Cite some rules in (a) football, (b) basketball, (c) baseball. Why are there rules in these games? What would happen

(a) if there were no rules at all, (b) if, there being rules, no player obeyed them or if only one player disregarded them? Why are there penalties to the violation of the rules of any game? Who makes these rules? Who applies the penalties? Name some penalties in the games mentioned.

2. If you attend school, name some rules you are expected to obey. Who makes these? What penalties are affixed to these rules? In whose benefit are the rules of the school made? In whose interest is it that the rules are obeyed? What would happen if there were no rules governing attendance at classes, behavior in classes, the passing of examinations?

3. A rule in a civic body, like a city or a nation, is a law. The teacher, to be specific and therefore effective, might illustrate the idea of law in its relation to traffic on city streets.

Application:

Make a list of the laws you are expected to obey in your community. This might be done by the class and the list put on the blackboard by one of the pupils.



KINDERGARTEN

NEW TESTAMENT STORIES

For Children 4, 5 and 6 Years of Age

General Board Committee: Geo. A. Holt, Chairman; Inez Witbeck, Marie Fox Felt

LESSONS FOR APRIL, 1939

JESUS AWAKENS FROM DEATH

Lesson 69. For April 2, 1939

Concert Recitation and Memory Gem:

Dear girl, dear boy,
Be full of joy;
For both of you
Will waken, too,
One day.

Song:

"Mrs. Robin"—*Finger Plays and Songs*—
Bertha D. Martin.

Prayer:

Example:

Dear Father in Heaven, we thank Thee
for a wake-up time. May we awaken, too,
when it is time to live with thee. Amen.

Song To Be Learned:

Choose one of the following songs to be
learned this month:

Nature's Easter Story—*Song Stories*—
Patty Hill.

Easter Song—*Kindergarten and Primary
Songs*—Frances K. Taylor.

A Prayer For Each Season—*Songs For
Little People*—Danielson and Conant.

Rest Exercise:

Divide the class into groups representing
floating clouds, wind, rain, sunbeams, and
sleeping flowers. Each in turn tries to wake
the flowers. When the sunbeams shine upon
them, they lift their heads and arms and grow
tall.

Lesson Text:

John 20:1-19; Matt. 28:1-11; Mark 16:1-
12; Luke 24:1-13; *Life Lessons For Little
Ones*, Second Year.

Lesson Objective:

All who live and believe in Christ have joy
in the thought of life after death.

Lesson Enrichment:

The children's understanding of life after
death is based on their experience with moth-
er nature and the changing seasons. When

the trees shed their leaves in the Autumn
they appear to be dead. They are only
sleeping until another awakening time, the
Spring. They go to sleep without fear,
knowing that God has promised a wake-up
time. When the springtime comes they will
awaken and go on with their work of making
new leaves for summer shade.

Jesus told His friends, before He went to
sleep in the tomb, that after He had rested
there for awhile, He would awaken and live
again, to go on with His work. Today our
lesson-story tells us that is just what He did.

Lesson Story:

Jesus Awakens From Death.

Picture:

No. 69—"He Appeared First To Mary
Magdalene."

Gem:

Carefully analyze the above gem, using it
for your lesson application.

Special Activity:

On a folded piece of clean paper, draw
first a sleeping twig (leafless). Beside it
draw a twig with bursting leaf buds (illus-
trating the death and resurrection).

Song:

The Heart Garden—*Kindergarten and Pri-
mary Songs*.

Prayer:

By a teacher.

Easter Sunday, April 9, 1939

All people who love Jesus honor this day,
because it commemorates His awakening
from the sleep called death. The Easter
lily, seen so much on this day, reminds us
that this is the wake-up time for all nature.

The Joy Bringer—An Easter Story:

This lovely Easter lily that you see here
(have either a picture of one or a real one
on display in the room) was once not so
beautiful as it is now. Its dress, now so
white and perfect, was brown and ragged-
looking, as though it needed to be mended.

One day when the lily was talking to her

little friend, Honor Austin, she complained about her ugly dress. Honor was a little girl who lived next door to a flower shop. The flower man was her best friend because he let Honor help him care for his plants. He let her give them their baths every morning, and while she did so she would talk to the plants just as though they were real people—only, of course, she talked to them in flower talk so that they could understand her. When she came to the pansy box she would say, "Now, wash your faces, little pansies, and don't forget your ears." Then to the tall snapdragons, "Now, stand very tall so that when you grow old you will not be bent and ugly." "Don't soil your nice white collars today," she reminded the daisies.

In a rather dark corner of the shop lived the lily bulb. She felt lonely and unloved, but cheerful little Honor said to her over and over again, "Just you wait. Some day you will be more beautiful and more useful than you can ever dream of." "I will do my very best," replied the bulb.

That afternoon when Willie Worm called to see her, she told him about Honor's promise. "And to think that I shall really be of some use in the world, makes me so happy," said lily bulb gleefully. "Do you think, Willie Worm, that I shall be a storekeeper when that happy day comes, or a doctor, perhaps. Doctors are so useful."

"No!" replied Willie Worm, "you never could be either of those, but you will be a joy-bringer, and that is best of all."

"What is a joy-bringer?" And lily bulb looked disappointed.

"Wait, you shall see," answered Willie. When Honor came next morning, brown lily bulb told her what she was going to be when she grew up.

Easter time came, and the flower shop windows were filled with all kinds of brightly colored blooms. By now brown lily bulb had grown up, and here she stood in the very front of a large shop window, tall and beautiful. She was an Easter lily with four snow-white cups lifted up toward Heaven. Honor rubbed her little fat cheek so tenderly against the soft white blossoms and whispered, "Are you happy now?" Then the little girl noticed a card fastened to the lily stem, and she knew that she had been sold, she hoped to someone who would love her and be kind to her. When she looked closely, Honor saw her own name on the card. Clapping her hands, she ran to thank the flowerman.

On Easter morning the lily went with Honor to her Sunday School where many people enjoyed her beauty. Monday after-

noon Honor gave the lily to little Carol Moore, who only last week fell from her swing and broke her leg.

So proud and happy was the lovely Easter lily that in her heart she thought, "I'm glad that I didn't grow up to be a Doctor or a Storeman, for I'd rather be just a Joy-Bringer."—From *The Children's Friend*.

For dramatization purposes the following stories may offer some suggestions:

"A Child's Dream Of A Star"—Charles Dickens.

"A Selfish Giant"—Oscar Wilde.

"Robin Redbreast"—Selma Lagerlof.

"The Boy Who Discovered Easter"—Elizabeth McFadden.

Easter Songs:

"The Waking Of The Flowers."

"Children's Easter Praise."

"Easter Day."

"Easter Song."

—From *Songs For Little People*,
Danielson and Conant.

"The Sunshine's Message."

"Nature's Easter Story."

"The Waking Flowers."

—Song Stories, by Patty Hill.

"Easter Song"—*Kindergarten and Primary Songs*, Frances K. Taylor.

THE RESURRECTED CHRIST APPEARS

Lesson 71. For April 16, 1939

Texts:

Mark 16:12-18; Luke 24:13-49; John 20:19-30; *Life Lessons For Little Ones*, Second Year.

Objective:

All who live and believe in Christ have joy in the thought of life after death.

Suggested Outline:

- I. The Three Marys.
 - a. At the tomb.
 - b. Are told that Christ is risen.
- II. On The Road To Emmaus.
 - a. Christ appears to two of His disciples.
 - b. Disciples talk of the day's happenings. (Discuss that some have seen the Christ.)
- III. At Emmaus.
 - a. Jesus eats with the two disciples.
 - b. Is recognized by them.
- IV. In Jerusalem.
 - a. Disciples and friends are gathered together.

b. Christ appears to all present.

1. Says, "Peace be with you."
2. Shows wounds.
3. Eats with them.
4. Teaches them to love each other.

Song:

"Thanks For Daily Blessings," from *Songs, Stories For The Kindergarten*, Patty Hill.

Prayer:

Give thanks for the new season and for God's care through the winter.

Song Practice:

A ten minute practice on the song to be learned this month.

Rest Exercise:

Represent nature's awakening of the plant, insect, and animal life.

Lesson Enrichment:

If a real cocoon is not obtainable to show the children this morning, have one made of paper. Tell of the change going on inside of the cocoon, the caterpillar becoming a butterfly. Show a nicely colored paper, then compare this change to a more beautiful, glorious life, with the resurrection of Jesus.

Lesson Story:

The Resurrected Christ Appears.

Picture:

No. 71.

Special Activity:

Weather permitting, take the class out-of-doors to observe nature's awakening or with pictures cut from magazines make a wall chart showing the many changes in nature at this season.

Song:

"We Thank Thee," Frances K. Taylor.

Prayer:

By a teacher.

AT THE SEA OF GALILEE**Lesson 72. For April 23, 1939****Texts:**

John 21:1-25; *Jesus The Christ*—Talmage, pp. 691-695; *Life Lessons For Little Ones*, Second Year.

Objective:

Love of Christ is best shown by making others happy.

Song:

Jesus Wants Me For A Sunbeam—D. S. S. Songs.

Prayer:

"We fold our hands and bow our heads, Until our morning prayer is said.

Example:

Dear Father in Heaven, we thank Thee for all those who make us happy. Help us to give happiness, too. Amen.

Song Practice:

Same as for last Sunday.

Rest Exercise:

Follow the leader who will pantomime a kind deed. Perhaps washing dishes, wheeling the baby, digging dandelions, picking up a toy for a playmate, running to the store, sweeping the walks, just smiling. The child who guesses correctly becomes the leader.

Lesson Enrichment:

When Jesus said, "Feed my sheep," He meant, "Give my children in all the world something that will make them happy." He did not think of food then. He thought of telling them about the things that He knew would make them happy, if they were obedient to Him. Can you tell what some of those things are? (Be kind, unselfish, speak kind words, be honest and truthful, love Heavenly Father most of all.) When people do these things Heavenly Father gives them happiness.

Paul's brother is a missionary who is in another country now telling the people there about Heavenly Father's plan for happiness.

Lesson Story:

At The Sea Of Galilee.

Picture:

No. 72—"Feed My Sheep."

Special Activity:

The teacher will provide a small box in which are slips of paper. On each slip is written a kind word. Let each child draw a slip from the box. He cannot read it. So the teacher will tell him his word. He will try to remember it to say to mother as he shows her his slip, Thank You, Please, I'm sorry, I love you, Good morning, etc.

Song:

Obedience (Second verse), *Kindergarten and Primary Songs*, Frances K. Taylor.

Prayer:

By a teacher.

THE ASCENSION

Lesson 73. For April 30, 1939

Texts:

Mark 16:19; Luke 24:50-52; Acts 1:1-11;
Book of Mormon, III Nephi, 11:1-17; 18:36-39; *Life Lessons For Little Ones*, Second Year.

Objective:

Those who believe and obey God's commandments may live with Jesus when He comes again.

Song:

"The Sunshine's Message," from *Song Stories*, Patty Hill.

Prayer:

Directed by a teacher.

Song Practice:

Same as last Sunday.

Rest Exercise:

Let us do together some of the things Heavenly Father likes us to do to show that we wish to obey Him.

Pantomime:

Getting out of bed and dressing carefully, hanging up the night-clothes, washing faces, neck, and ears, drying briskly, eating a slice of brown bread and drinking milk, taking deep breaths of fresh air, kneeling to pray, thanking God for His blessings, sleeping with mouth closed.

Lesson Enrichment:

While Father Is Away.

Michael's father had work to do which

took him away from his home and family for more than a month. When he said goodbye to his loved ones he told the children that there were some important things for them to remember to do while he was away. These are some of the things he told them: Do everything that mother wishes you to do, even if you would rather do something else. If you do not feel well, take the medicine she knows is good for you. When you are at play, be very careful that you do not get hurt. Do your home chores well so that I will feel proud of you when I return. Each one must do his part to make our reunion a happy one.

As with Michael's father, so it was with Jesus. He had to leave His apostles whom He loved so much. Before He left, however, He told them what to do if they cared to live with Him when He returned.

Lesson Story:

The Ascension.

Picture:

No. 73—The Ascension.

Special Activity:

Make a picture book called "Things To Do For Jesus." In the book paste pictures cut from magazines showing children helping in the home, being kind to animals, caring for their health, doing kind deeds for others.

Song:

"God's Care Of All Things," *Song Stories*, Patty Hill.

Prayer:

By a teacher.



Text Book:

Cradle Roll Lessons, Louise Oglevee.

CRADLE CLASS
 First Sunday, April 2, 1939

Song:

Greeting Song—*Kindergarten and Primary Songs*, Frances K. Taylor.

Prayer:

"Bright flowers so sweet and birds that sing
 Our hearts are glad for the joy they bring."

Song Practice:

Learn a short, simple nature song or an

easy Easter song this month. "An Easter Lullaby" in the text is appropriate.

Rest Exercise:

Pretend to be birds flying about building nests.

Lesson Approach and Story:

Talk about the birds that are with us again. Show colored pictures of them. How may we thank them for the joy they bring us?

The Naughty Pussy

This is a pussy crouching low
 And creeping along in the grass so slow.
 This is a birdie hopping about,
 Who doesn't know that the cat is out.

I said, "Shoo, pussy, now, don't you spring!
That is a very naughty thing!"
And I scared the cat and the birdie, too,
The cat ran away and the birdie flew.

—From *Finger Plays and Songs*.

Tell the story of the birds that helped Elijah, page 73 in the text.

Special Activity:

Draw pictures of a large bird with food in its mouth.

Song:

Mrs. Robin—*Finger Plays And Songs*, Bertha D. Martin.

Prayer:

EASTER SUNDAY

Second Sunday, April 9, 1939

The Cradle Class will join in the Special Program given today.

Third Sunday, April 16, 1939

Song:

"The Heart Garden," *Kindergarten and Primary Songs*, Frances K. Taylor.

Prayer:

Example: Dear Heavenly Father, we thank Thee for the springtime and the birds and the flowers. Amen.

Song Practice:

A short, interesting practice on the song developed last Sunday.

Rest Exercise:

Pretend to be plants growing and swaying in the garden.

Lesson Approach and Story:

With this story it would be appropriate to plant some seeds in a box or a flower-pot. Let each child plant some. Grass or wheat seeds germinate quickly. Empty cold cream or mentholatum jars may be used for individual pots and would delight the children. Tell the seed story on page 75 of our text.

Special Activity:

Cut open a bean seed and point out the little plant which is asleep inside. Have a large baking pan partly filled with soil. Let the children crush the soil fine and make rows in preparation for the planting of a garden—or put soil on a newspaper on the floor and let the children arrange rocks around it to make a garden. Stand in it paper dolls with rakes and hoes.

Song:

Sing again "The Heart Garden."

Prayer:

By the teacher.

Fourth Sunday, April 23, 1939

Song:

"The Sunshine's Message," Patty Hill.

Prayer:

The teacher will help one child to pray; the others will repeat each line. Give thanks for the wake-up time and ask for Heavenly Father's help in making all the gardens grow.

Song Practice:

Same as for last Sunday.

Rest Exercise:

Play at being rain-drops and sunbeams that make the gardens grow.

Lesson Approach and Story:

Emphasize nature's awakening in the telling of this story rather than the death and resurrection of Jesus. New life of all kinds appeals to the tiny tots—baby chicks, rabbits, birds, etc.

Special Activity:

Let the children cut out a baby animal which you have previously drawn.

Song:

"I Like Little Pussy," *Kindergarten and Primary Songs*.

Prayer:

By the teacher.

Fifth Sunday, April 30, 1939

Song:

"Jesus Our Loving Friend," *Kindergarten and Primary Songs*.

Prayer:

We Thank Thee, Heavenly Father, for our beautiful world. Thank Thee for the rainbow. Amen.

Song Practice:

Same as for last Sunday.

Rest Exercise:

Use the song and finger play, "The Rain-drops," p. 43, *Finger Plays and Songs*, Bertha D. Martin.

Lesson Approach and Story:

Help the children to love the rain. He must not be afraid of storm clouds and lightning and rain, because God who made them will protect us and not let them harm us. Talk about the value of the gift of rain. Show pictures of a rainbow and tell the Lesson Story on page 79 of our text.

Special Activity:

The children will enjoy drawing and coloring a rainbow.

Song:

"The Rainbow," p. 144, *Cradle Roll Lessons*, Louise M. Oglevee.

Prayer:

By the teacher.



The Funny Bone -

"An onion can make people cry, but there has never been a vegetable invented to make them laugh." May Irwin's Favorite Quotation.

Told At The Rotary Club

The doctor was visiting Rastus' wife to deliver her twelfth offspring. While riding along with Rastus he saw a duck in the road.

Doctor: "Whose duck is that?"

Rastus: "Dat ain't no duck. Dat's a stork with his legs worn off from making so many trips."

The Millennium

Flying over the Bay of Naples, an air pilot turned to his passenger and said: "Have you heard that phrase, 'See Naples and Die'?"

"Yes," said the passenger.

"Well," said the pilot, "take a good look—the propeller's come off."

In A Bad Way

A doctor received a note which read as follows:

"Please call and see my husband. It's his head. He's had it off and on all yesterday, and today he's sitting with it in his hands between his knees."

Interrupted

Judge: "Can't this case be settled out of court?"

Kelly: "Sure, that's what we were trying to do, your honor, when the policeman interfered."

Demotion Ahead

Lunatic (in asylum yard, meeting new superintendent): "Who are you?"

Superintendent: "I'm the new superintendent."

Lunatic: "Oh, it won't take them long to knock that out of you. I was Napoleon when I came here."

Modern Conveniences

Little May had just returned home from the circus and her grandmother asked her what animal she liked the best.

"Oh, the big elephant," she said. "You ought to see him pick up the buns with his vacuum cleaner."

Satisfied

Farmer: "Be this the Woman's Exchange?"

Woman: "Yes."

Farmer: "Be ye the woman?"

Woman: "Yes."

Farmer: "Well, then I think I'll keep Maggie."

Language Lesson

Barry: "Where's your father?"

Larry: "He's 'round in front."

Barry: "I know he's round in front, but where is he?"

A Perfect Record

"My dear wife, I have taken you safely over all the rough places in life, haven't I?"

"Yes, I don't believe you missed any of them."

Not Quite Clear

Local Woman: "My husband is the only man who ever kissed me."

Neighbor: "Are you bragging or complaining?"

The Definition Courteous

"Father," said little Eric, "what is a diplomat?"

"A diplomat," replied father, "is a man who remembers a woman's birthday, but forgets her age."

A Back Swat

Tightwad: "I didn't see you in church Sunday."

Keen: "No, I presume not; I took up the collection."

Economize

The foreman of one of the WPA projects found that due to breakage and wear and tear he had run short of shovels; so he wired to Mr. Hopkins in Washington, requesting that more shovels be sent to him.

The next day he received a reply, which read: "Have no more shovels. Tell the men to lean on each other."—Record.



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